

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter presents writing, teaching writing, writing purpose, writing process, descriptive text, and clustering technique.

#### A. Writing

Writing is one of four skills in English lesson. The students must master in writing in order that they can convey their idea from what they write. To make clear and understand about writing, the writer will explain about the definition from many experts.

##### 1. The Definition of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by **Jack C. Richards and Willy A. Renandya**, "Writing is the most difficult skill for second language learners to master".<sup>3</sup> The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

There are many different definitions about writing given by experts from many resources. According to **Rise B. Axelrod and Charles R. Coopers'** said, "writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to

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<sup>3</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), p. 303

manage".<sup>4</sup> **Marianne C. Murcia** said, writing is "the ability to express one's ideas in written form is a second or foreign language".<sup>5</sup> It means that writing is an activity to express our ideas in written form. On the other side, **Barnet and Stubb's** said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice".<sup>6</sup>

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.

From the ideas previously, the writer conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

## 2. The Writing Process

Writing also needs a process to make the result as we want. Wingersky, Boerner and Balogh states the general steps in the writing process include prewriting, organizing ideas, drafting, revising, editing, and making a final draft.

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<sup>4</sup> Rise B. Axelrod and Charles R. Chooper, *The St. Martin's Guide to Writing*, (New York: St. Martin's Press, Inc, 1985), p.3

<sup>5</sup> Marianne C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle Publishers, 1991), p. 233

<sup>6</sup> Barnet and Stubb's, *Practical Guide to Writing*, (Canada: Brown Company, 4th edition 1983), p.3

If you use these steps when you have a writing assignment, you will give yourself on opportunity to make the most of your time and get your best ideas on paper.<sup>7</sup>

Prewriting is the first major step in the writing process. Prewriting can be accomplished in several ways those are talking, free writing, brainstorming, journal writing and reading. Next, organize the ideas into a rough outline that includes a main idea and supporting ideas. Besides, drafting starts with the main ideas and adds supporting ideas that flow smoothly. In addition, revising means make changes to clarify wording and organization. The next, editing means check for any problems in mechanics. And the last, making a final draft means that you are writing is ready.

### 3. Purposes 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>8</sup>

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose. In addition, there are really only four common purposes in writing they are: *to inform, to explain, to persuade, and to amuse others.*

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<sup>7</sup>Joy Wingersky, Jan Boerner and Diana Holguin-Balogh, *Writing Paragraphs and Essays*(California: Wadsworth, Inc, 1992)

<sup>8</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.163

*a. Writing to Inform*

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

*b. Writing to Explain*

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

*c. Writing to Persuade*

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.<sup>9</sup>

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<sup>9</sup> Daniel Brown and Bill Burnette, *Connection 'A Rhetoric/Short Prose Reader*, (New Jersey: Houghton Mifflin Company, 1984), p. 129

#### *d. Writing to Amuse Others*

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be goodhumored.

This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.<sup>10</sup>

#### **4. Types of Writing Taught in Junior High School**

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative.

##### **a. Procedure<sup>11</sup>**

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

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<sup>10</sup> Robert Keith Miller, *Motives for Writing*, (New York: McGraw-Hill, Inc., 2006), p.569-570

<sup>11</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia: MacMillan, 1998), p. 28

## 1) Features of Procedure

### a) Constructing a Procedure

A procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal. Some procedures have other stages such as explaining, why each step is necessary.

### b) Grammatical Feature of a Procedure

Procedure texts usually include the following grammatical features:

- (1) Sentences that begin with verbs and are started as commands.
- (2) Time words or numbers that show the order for carrying out the procedure.
- (3) Adverb to describe how the action should be performed.
- (4) Precise terms and technical language.

## 2) Models of Procedure

### Anzac biscuits

#### *You will need:*

*2 cups of rolled oats*

*1 ½ cups caster sugar*

*4 tablespoons golden syrup*

*2 tablespoon boiling water*

*1 cup plain flour*

*250 grams butter*

*1 teaspoon baking soda*

1. Turn oven to 160°C.

2. Lightly grease oven tray.

3. Mix oats, flour and sugar in a large bowl.
4. Melt butter and golden syrup in a pan.
5. Mix baking soda and boiling water in a cup.
6. Add this mixture to melted butter and golden syrup.
7. Add this to the oats mixture in the large bowl, mix together well.
8. Rolls tablespoonfuls of the mixture into balls. Put on tray 5 cm apart.
9. Press lightly on top of each with a fork.
10. Bake for 20 minutes.

### **b. Descriptive**

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.<sup>12</sup> The explanation about this term will be presented in the next session.

### **c. Recount**

Recount is a piece of text that retells past events, usually in the order which they happened.<sup>13</sup> The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

#### **1) Features of Recount**

The recount text type retell past events, usually in the order in which they happened. The steps for construction a written recount are:

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<sup>12</sup> Elizabeth Cowan, *Writing Brief Editin*, (Texas: Scott, foresman, and company), p. 148

<sup>13</sup> Mark Anderson and Kathy Anderson, *Text Types in English 1*, (Australia: MacMillan, 1998), p. 48

- a) A first paragraph that gives background information about who, what, where, and when called an orientation
- b) A series of paragraphs that retell the events in the order in which they happened called events
- c) A concluding paragraph is called re-orientation, but it is not necessary.<sup>14</sup>

## 2) Language Features in Recount

The language features usually found in a recount text are:

- a) Proper noun and pronouns to identify those involved in the text
- b) Action verb
- c) Descriptive word to give details about who, what, what, when, where, and how.
- d) The use of the past tense to retell the events.
- e) Conjunction and time connectives.
- f) Adverb and adverbial phrase.
- g) Words that show the order the events.<sup>15</sup>

## d. Narrative

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

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<sup>14</sup>Ibid, p.49

<sup>15</sup>Ibid, p. 49

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. There are many different types of narratives including: *humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.*<sup>16</sup>

### **1) The Narrative Scaffold**

#### **a) Orientation**

In this paragraph the narrator tells the audiences who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going on.

#### **b) Complication**

This is part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

#### **c) Sequence of Events**

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The even can be told in chronological order or with flashback. The audience is given the narrator's point of view.

#### **d) Resolution**

In this part of the narrative where the complication is sorted out or the problem is solved

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<sup>16</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia: MacMillan, 1998), p. 3

### e) Coda

The narrator includes a coda if there is to be a moral message to be learned from the story.<sup>17</sup>

## 2) Language Features in Narrative

- a) Noun
- b) Adjective formed noun phrase; *long black hair, two red apples, etc.*
- c) Time connectives; *then, before, soon, etc.*
- d) Adverb and adverbial phrase; *here, in the mountain, etc.*
- e) Action verb in past tense; *stayed, dimed, etc.*
- f) Saying verb and thinking verb; *said, told, felt, etc.*<sup>18</sup>

## B. Descriptive Text

### 1. The Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.<sup>19</sup> Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.<sup>20</sup> Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of

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<sup>17</sup> Ibid, p. 4

<sup>18</sup> Mark Anderson and Kathy Anderson, *Text Type in English 2*, (Australia: MacMillan, 1998), p. 20

<sup>19</sup> Artono Wardiman, et. al. *English in Focus: for Grade VII Junior High School(SMP/MTs)*, Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122

<sup>20</sup> Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman and Company), p. 73

things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy.

Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.<sup>21</sup> As **Barbara Fine Clouse** said in her book, *The Student Writer*, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”.<sup>22</sup> Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

Traditionally, descriptions are divided into two categories: *objectives* and *subjective*. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded. The goal when we write subjective description is to create vivid mental images. To do that, we will use *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.<sup>23</sup>

The following list contents descriptive words for each of the five senses. Note that some of the words are more specific than others.

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<sup>21</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

<sup>22</sup> Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 142

<sup>23</sup> George Miller, *The Prentice-Hall READER*, (Prentice-Hall A Division of Simon & Schuster, Inc., 1986), p. 105

**Tabel 2.1**  
**List of descriptive words<sup>24</sup>**

| <b>Sight</b> | <b>Sound</b> | <b>Smell</b> | <b>Touch</b> | <b>Taste</b> |
|--------------|--------------|--------------|--------------|--------------|
| Light        | Noise        | Musty        | Soft         | Salty        |
| Glare        | Bang         | Fresh        | Velvety      | sweet        |
| Moonlight    | Tinkle       | Rain washed  | Sharp        | Sour         |

Based on the table above, we can convey the essence of the subject by using sensory details to appeal to our reader's imagination. As much as possible, we should try to evoke all five senses.

## 2. Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

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<sup>24</sup> George Brain, *Writing from Source*, (USA: Mayfield Publishing Company, 1996), p. 98

**Table 2.2**  
**Purpose for Description<sup>25</sup>**

| <b>Purpose</b>  | <b>Description</b>  |
|---|---|
| To entertain  | An amusing description of a teenager's bedroom  |
| To express feelings   | A description of your favorite outdoor retreat so your reader understand why you enjoy it so much |
| To relate experience  | A description of your childhood home to convey a sense of the poverty you grew up in              |
| To inform (for a reader unfamiliar with the subject)                      | A description of a newborn calf for a reader who has never seen one                               |
| To inform (to create a fresh appreciation for the familiar)               | A description of an apple to help the reader rediscover the joys of this simple fruit             |
| To persuade (to convince the reader that some music videos degrade woman) | A description of a degrading music video  |

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

### 3. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

#### a. Description of a People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

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<sup>25</sup> Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 143

### 1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).<sup>26</sup>

### 2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

<sup>27</sup>

### 3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of

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<sup>26</sup> Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (HARCOURT BRACE JOVANOVICH, INC., 1976), p. 149

<sup>27</sup> *Ibid*, p.150

a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.<sup>28</sup>

### **b. Description of a Place**

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.<sup>29</sup>

### **c. Description of a Things**

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

#### **1) Using Proper Noun**

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

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<sup>28</sup> Ibid, p.151

<sup>29</sup> Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.69

## 2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.<sup>30</sup>

### 4. The Structure and Example of Descriptive Text

*The generic structures of a description are as follows:*

1. Identification : identifies the phenomenon to be described
2. Description of features : describes features in order of importance:
  - a. Parts/things (physical appearance)
  - b. Qualities (degree of beauty, excellence, or worth/value)
  - c. Other characteristics (prominent aspects that are unique).<sup>31</sup>

*The generic features of description are:*

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.<sup>32</sup>

*The factual description scaffold*

1. A general opening statement in the first paragraph

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<sup>30</sup> Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p 267

<sup>31</sup> Artono Wardiman, et. al. *English in Focus, for grade VII Junior high school(SMP/MTs)*, (Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional, 2008), p. 122

<sup>32</sup> Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26

- a) This statement introduces the subject of the description to the audience.
- b) It can give the audience brief details about the when, where, who, or what of the subject.

2. A series of paragraphs about the subject

- a) Each paragraph usually begins with a topic sentence.
- b) The topic sentence previews the details that will be contained in the remainder of the paragraph.
- c) Each paragraph should describe one feature of the subject
- d) These paragraphs build the description of the subject

3. A concluding paragraph (optional)

- a) The concluding paragraph signals the end of the text.<sup>33</sup>

*Example of descriptive text*

**Mr. Gian, the farmer**

Mr. Gian is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Gian is ready to harvest his crops.

Mr. Gian ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Gian's duties before breakfast. He does most of the hard outdoor work by himself.<sup>34</sup>

<sup>33</sup> Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 27

<sup>34</sup> Artono Wardiman, et. al., *English in Focus: for grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 113

## C. Clustering Technique

### 1. The Definition of Clustering

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 your ideas are connected using circle and lines. When you cluster, you draw a diagram of your ideas.<sup>35</sup>

Another definition stated by **Regina L. Smalley, and Mary K. Ruetten**, clustering is making a visual map of the ideas.<sup>36</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 an other effective way to gather information for an essay.<sup>37</sup> To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of descriptive writing.

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>38</sup>

This technique is helpful for people who like to think in a visual way. In clustering,

<sup>35</sup> Karen Blanchard and Christine Root, *Ready to Write; A First Composition Text 3ed*, (Longman: Pearson Education, Inc., 2003), p. 42

<sup>36</sup> Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p. 10

<sup>37</sup> Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p. 14

<sup>38</sup> John Langan, *English Skills with Readings; Sixth Edition*, (New York: McGraw-Hill Companies, Inc., 2006), p. 25

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>39</sup>

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

## **2. The Definition of Technique**

Talking about technique there are three terms that must be differentiated because these terms used in teaching learning activity and people often confuse with these terms, they are approach, method, and technique.

From the statement above, Edward Anthony in 1963 identified three levels of conceptualization and organization, which he termed approach, method, and technique. The arrangement is hierarchical. The organizational key is that technique carry out a method which is consistent with an approach. An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to

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<sup>39</sup> Thomas E. Tyner, *Writing Voyage*, (California: Wadsworth, Inc., 1985), p. 176-177

be taught. While method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods.

From the idea previously, it can be concluded that a technique is implementation—that which actually takes place is a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.<sup>40</sup>

Based on the statement above, it can be said that technique is a way of doing an activity derived from an application of principles. This statement is supported by **Diane Larsen-Freeman**, “technique is the behavioral manifestation of the principles”.<sup>41</sup>

So, clustering is one of the techniques in teaching writing because it is a teachers' strategy which implemented in the classroom.

### **3. Benefit of Using Clustering Technique<sup>42</sup>**

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 functionality; (2) Ability to perform

<sup>40</sup> Jack C. Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (New York:Cambride University Press, 1986), p. 15

<sup>41</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press), p. xi

<sup>42</sup> Meade (2010) (*in* <http://www.meadecomm.com/clustering.html>)access on january 12,2015

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

#### **4. Disadvantages of Using Clustering Technique<sup>43</sup>**

Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way.

#### **5. 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 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>44</sup> Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.<sup>45</sup>

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<sup>43</sup> Ibid.

<sup>44</sup> Betty Mattix Dietsch, *Reasoning and Writing Well; A Rhetoric, Research Guide, Reader, and Handbook-3rd ed.*, (New York: McGraw-Hill Companies, Inc., 2003), p. 26-27

<sup>45</sup> John Langan, *English Skills with Readings; Sixth Edition*, (New York: McGraw-Hill Companies, Inc., 2006), p. 25

In clustering you 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 your subtopics.<sup>46</sup>

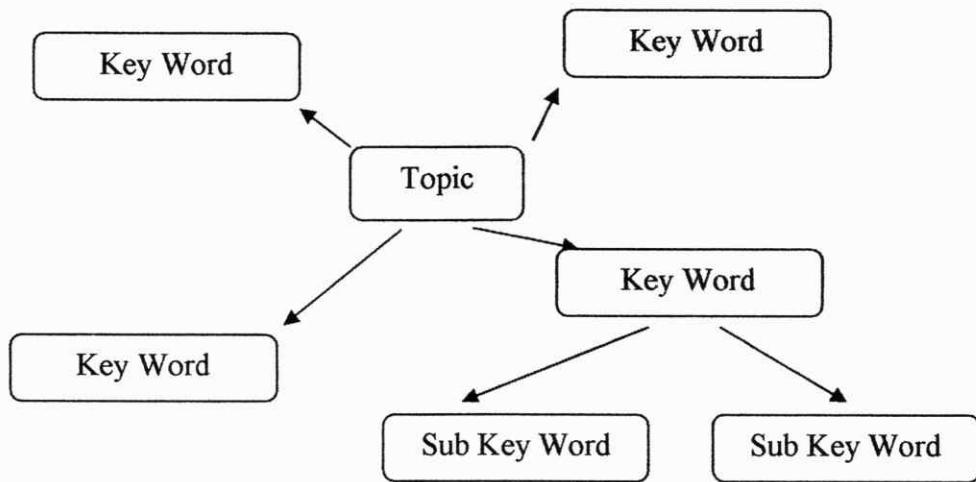
Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students-generated suggestion) jots down in a few minutes all of the free associations triggered by the subject 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 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>47</sup>

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<sup>46</sup> Donald Pharr and Santi V. Buscemi, *Writing Today Brief Edition*, (New York: McGraw-Hill Companies, Inc., 2005), p. 34

<sup>47</sup> Marianne Celce Murcia, *Teaching English as a Second Language or Foreign Language*, (Boston: Hainle&Heinhle, 1991), p. 253

**Figure 2.1**  
**The Application of Clustering Technique<sup>48</sup>**



<sup>48</sup> Betty Mattix Dietsch, *Reasoning and Writing Well* (New York : McGraw Hill, 2003) p.26 - 27