

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this section, the researcher discusses the matters relating to the description, so this chapter presents several related to the study, consist of writing, writing process, teaching writing, and clustering technique.

#### A. Writing

Writing is the one kinds of English skill that must be learned by students in language learning. It is used to inform ideas or people feeling to others in written form. Sokolik in Linse & Nunan (2006) stated that writing is the combination between process and product. It is also productive language skills, so the ability to write is the ability to produce; in this case produces writing. According to Edward (2013:1) stated that writing is a process of expressing ideas or thoughts in words. It is often thought of as the most difficult of the four skills.

Meyers (2005) in Amanda Yanwar (2016:475) stated that writing is an approach to deliver language, which do normally when talk. In writing, the writer indirectly expresses the language they usually use everyday and also pay attention to the object to be written in order to create a clear purpose. That clarification shows that when we write, it implies that the author makes discussion or discourse without anyone else in day life.

From definitions above, it can be said that writing can be different from other skills as the most difficult one. There are many factors that influencing

writing skill to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which should be integrated to be a paragraph.

From the previous ideas, the writer concludes that writing is more than a medium communication level. It is a way of remembering and a way of thinking. Because of that, writing is not easy and needs a hard work. In writing we have to produce at the same time namely words, phrase, sentences, and paragraph. It is a way of learning. Without thinking, probing, observing, asking question, experimenting, and reading. we cannot create good and interest writing

## **B. The Writing Process**

In teaching writing, there are many processes that must be 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 it is learned by the students. The most important in teaching writing is a way to create how makes a good paragraph. It learns about organization, grammar, mechanics, and vocabulary. The general steps in the writing process include prewriting, drafting, revising and editing.

According to Blanchard, and Root (2003:41), said that writing is a procedure that includes a few stages, there are three stages in the creative cycle referenced by in their book; *Ready to Write: A first Composition Text*, prewriting, writing, and revising.

## 1. Prewriting

Prewriting is a step that is ignored and underestimated in the writing process. Prewriting is the first step before writing a paragraph. This can help you find topics, make thoughts, and allow you to see associations between them. Pre-writing is reasoning, talking, being thorough, and talking about what we do about our subject before we write the first draft. Prewriting is a method of heating the brain before writing, just like heating our body before exercising. Before starting to write, the writers choose what they will state. For certain writers, this might include making subtle notes. As Julie and Robert (2006:39) there are five methods that will assist with pondering and build up a point and get words on paper.

### a) Brainstorming

Brainstorming is an approach to create a great deal of thoughts regarding a matter. The aim of brainstorming is to make a rundown of whatever number thoughts as could be expected under the circumstances without stressing over how the author will utilize them. To brainstorming, follow these means: Begin with a wide point, record the same number of thoughts regarding the theme as you can in a short time, add more things to your rundown by responding to the inquiries *what, how, when, where, why, and who, and Group comparative things on the rundown together.*

b) Freewriting

Freewriting is another method for gathering thoughts where is focus inattention on the subject and record everything that is thought, regardless of important or unimportant considerations. Some write as much as you can expect here.

c) Listing

Listing is another way to generate ideas and try to write in sentences. And afterwards, simply include the words or expressions that touch the chords as you focus your attention on the subject. Focus on the theme by visualizing it, and compile an overview of everything that comes from your mind.

d) Clustering

Clustering is a visual representation of ideas. Because you cluster related ideas together, clustering begins the process of grouping of organizing your ideas. Clustering is another prewriting technique. It is a visual way to show how the ideas are connected using lines and circles.

On the other hand, pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward gathering information and generating tentative ideas for writing. When clustering, the writer draws a diagram of their ideas. Before writing a paragraph, some of writers begin by

freewriting or listing and then clustering those ideas into related groups that generate further ideas.

e) 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.

2. Drafting

Drafting is a challenging transition from planning or pre-writing to formulating words and organizing them on paper. Drafting means writing a rough form of the paper. 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. During drafting, it is not need to fret about grammar, spelling, or punctuation.

3. Revising

According to Julie & Robert (2006:48), revising is the way toward analyzing the substance and association of your writing to perceive how they could be improved. Revising means making changes to clarify 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. Revising is necessary done in order to our writing can be understood or read by reader. When our writing does not understand and make confuse to the readers, it means our writing is bad.

#### 4. Editing

Editing is check for any problems in mechanics before considering your paper finished. Make sure that the words are correctly spelled, the sentences are correctly constructed and also punctuation is appropriate. Editing is necessary to be done to avoid misunderstanding between the writer and the readers.

### **C. Teaching Writing**

Teaching is an effort to benefit of knowledge gained to improve the skills, talents, and potential of a person, namely students. It is also called a way of preparing learning experiences for students. In other words teaching is a process carried out by the teacher in guiding, helping, and directing students to have learning experiences. Writing is a complex process that requires a person to analyze, organize and articulate, think logically and thoroughly, and is expected to provide a better understanding of an issue or subject which will later be expressed in written form.

From the explanation above, it can be explained that the writing teaching is an effort made by a teacher in preparing and organizing student learning experiences, using writing as the most important part in the learning process. Teaching writing ought to be consideration by English language teacher. The teacher needs to know what types of writing students will write.

According to Brown (2000:335) for many years, the teacher only focused on the results of student writing. On different words, the understudies' consideration was coordinated to the "what" instead of the

"how" of the content development. Its product anticipated that students should just investigations messages interms of what language they utilized how they were developed. Writing is the procedure, so instructing of writing needs to move away from the focus on the written to underscore on the way toward writing. Be that as it may, educators need to focus on the way toward writing.

Brown (2000:353) expressed that, to get great result of writing, students should follow the instructions of writing. Students especially need to understand that they do not need to concentrate on the result of writing. However, they have to focus on the procedure itself. The learner, they simply need to setting out the main thoughts, as a draft. They ought not expect that the words they put on the paper will be good right way

Therefore, knowing the appropriate strategy in writing is important. So, the researcher used clustering technique to implemented for students. This method is expected to be effective and can improve students' writing skill, especially in descriptive text.

#### **D. Descriptive Text**

##### **1. The Definition of Descriptive**

Description is an approach to describing something by giving more detail to imagine what will be described. So the reader can visualize what its looks like, what its taste like and etc. Descriptive text is a part of factual genre. The social capacity is to portray a specific thing, spot or individual. Wardiman (2008:122) said that description recorded as a hard

copy is the way toward making visual pictures and tangible impression through words. All the more frequently, description is a part of writing and is utilized to advise the reader about how a person or thing looked or to convince a crowd of people to see something from the writer's perspective.

Description reproduces sense impression by converting into words, sound, taste, smell, the vibe, and look of things. Feeling can be describing as well, sentiments, for example, satisfaction, depression, dread, melancholy, and delight. Description helps the reader to visualize a scene or an individual, or to comprehend a feeling or a sensation.

As Clouse (2004:142) expressed in her book, entitled *The Student Writer*, description adds a significant measurement to our lives since it moves our feeling and grows our experience. The description broadens the author's experience by bringing to a place that might not be asked for much, which clarifies the fame of engaging travel expositions in magazines and papers.

Traditionally, the description is partitioned into two classes specifically objective and subjective. In a goal description, the writer can record detail without making any close to home decisions or responses. Furthermore, in subjective description, the author is allowed to pour details for the reader; your responses and description can be enthusiastic and full worth.



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.

## 2. Kinds of Descriptive Text

As we realize that descriptive text is a text to describe something, as people, spots, or things. Along these lines, it takes on three structures they are:

### a. Description of a people

Each individual are dissimilar, and writing description of individuals is unique. You are maybe effectively mindful of a portion of the confusions since you have regularly been asked, "What is it like?" In the replying, you may use to identification, an impression, or a character sketch contingent upon the circumstance.

#### 1) Identification

In spite of the fact that you may give distinguishing proof, you would presumably need to go farther than that. It utilized for the most part in authentic archives and records identification comprises just of specific amounts data (height, weight, age), obvious qualities (shade of hair, nose, and eyes), and recognizable marks (scars, birthmark).

## 2) Impression

In here, the impression may not distinguish an individual, yet it passes on a general thought of them. Numerous subtleties may be missing, yet the author gives in a couple of general terms a general inclination about the subject. Despite the fact that impression is less enlightening and complete about shows, they might be increasingly viable in discussing singular assaults or unmistakable highlights.

## 3) Character Sketch

Increasingly complete depictions of individuals are generally called character sketch, they may likewise be alluded to as profiles, abstract pictures, and anecdotal representations. As these name, a character sketch portrays the character of an individual, or if nothing else primary character attributes. All the while, it can incorporate recognizable proof and an impression, however it will accomplish more than determine what individuals look or appear as, it will show what they resemble. Character sketch can be about a kind as opposed to an individual, uncovering the attributes regular to the individuals from a gathering, for example, grounds muscle heads, team promoters, workmanship understudies, strict enthusiasts, TV commits.

b. Description of a place

In describing a place there is no set example for organizing sentences in descriptive passage. It is not imperative in the first place one region and then continue to another. The sentences must not be carelessly. The description ought to be sorted out so the peruser can distinctively envision the scene being portrayed. To make the section additionally intriguing, the author can include a controlling thought that expresses a mentality or impression about the spot being portrayed. What's more, the course of action of the details in your description rely upon the subject and reason.

c. Description of a things

To describe a thing, the author ought to have a decent creative mind about these things that will be describe. In addition, to make our subject is fascinating and as distinctive to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

Notwithstanding filling in our clear description with concrete and allegorical subtleties, we may likewise need to incorporate various fitting things, which, as we probably are aware, are the names of specific individuals, places, and items to make the right nouns that are easily recognized by readers can make what we describe more familiar.

## 2) Using Effective Verb

We realize how significant action words are to narration, but viable action words can likewise include a great deal of description. The creator utilizes action words to make the description increasingly explicit, precise, and fascinating.

## 3. The Purpose of Descriptive Text

The purpose of descriptive text is to describe enables to entertain, to express felling, to relate an experience, to inform and to persuade. According to Barden in Santi V Buscemi stated (2002:267), the main purpose of descriptive text is to enable the reader to describe what the writer has described. It implies that the reason for unmistakable test is cause the reader to have comprehension of the article that will be described, for example, describing individuals, spot or thing.

And the Randal and Katharine (2008, 183) said that descriptive is to empower a reader to encounter whatever the writer portraying with the equivalent tangible striking quality that as author experienced. It implies that another reason for distinct content is to cause the reader to comprehend what the writer clarification. In line with Clouse (2004, 154) said that there are five purpose of descriptive text, those are to entertain, to express felling, to relate experiences, to inform and to persuade. The explanation and the examples of each purpose are below:

**Table 2.1. The Explanation and The Examples of Descriptive Text**

Purpose	Sample Description
To entertain: Descriptive text used to entertain means to write about descriptions of certain objects that can be fun the reader..	For example: Funny descriptions about children's games and hobbies.
To express feeling: A descriptive to communicate emotions implies expounding on the writer impression of a specific item.	For example: a description of writer's favorite holiday, place, etc.
To relate experience: A descriptive to relate experience implies expounding on the description of the writer's understanding.	For example: A description of author's hometown to remember and brings memories.
To inform: An illustrative to illuminate implies expounding strikingly on the depiction of specific items that new for the readers.	For example: Describing new technological discoveries, how to use them and innovation.
To persuade: A description to persuade means writing about the description of particular object that can grab and attract the reader's attention	For example: A description of diagraming music video description of degrading music video description like mobile phone, cars etc.

#### 4. The Structure of Descriptive Text

Generic structure is general form of current. Each of genres has its own generic structure. The generic structures of a description are as follow (Clouse, 2004: 143):

##### a. Identification

Identification is to identify the phenomenon structure of a description are as is may include who, what, when and where. The language features in descriptive text are the concern on specific

participants, the use of attributive and identification processes, often using nominal groupings, and the use of Simple present tense. In accordance with Wardiman (2008, 122) said that, this stage contains identification that distinguishes wonder to be describe..

b. Description

Description is describing the phenomenon in parts, qualities, and characteristics. As Wardiman (2008, 122) expressed that, this part describe the part gives the details data about the attribute of subject, for instance the trait of character, mentality, physic, explicit element, quality, etc. It can be explained with from the most important to the least important and from the most general to the most specifics and detailed. The generic features of description using verb in the present tense, using adjective to describe the features of the subject and the topic sentences is to begin paragraphs and organize thevarious aspects of the description.

**E. Clustering Technique**

1. The definiton of clustering

Nowadays people are confused about how to build up their thoughts and what they think about the points before they begin writing. Along these lines, individuals need to think about how to write well so as to get a decent consequence of their writing. During the time spent writing, there are a few stages that will lead us to turn out to be acceptable writer and produce great writing. One of step is pre-writing

process. This progression is one of significant procedure to deliver a decent writing. Since, in this procedure causes the author to produce the thoughts before beginning to write. There are numerous procedures that can be actualized during the time spent pre-writing. One of the method is clustering technique.

There are several resolutions about grouping proposed by experts, Blanchard and Root (2003: 42) said that one of them, they talk about clustering is another pre-writing method. It is a visual method of indicating how the thoughts are associated utilizing lines and circles. Clustering is making a visual guide of the thoughts with a chart.

Buscemi (2002:14) stated that clustering is a decent method to transform an expansive subject into a restricted and increasingly sensible theme for a short article. Likewise called mapping, and diagramming, it is other compelling approach to accumulate data for a paper. To cluster ideas, it needs to prepare a blank sheet of paper. Then, in the center of paper, write and circle the word that communicates the wide subject which one to expound on. Think the thoughts and details identified with the subject. This procedure is going to assist the understudies with organizing their thoughts before they create in passage in clear writing.

According to Langan (2004:25) argued that clustering is otherwise called charting, or mapping, is another system that can be utilized to create material for a paper. This strategy is useful for individuals who like to think outwardly or in pictures. In clustering, the writer can utilize

bolts, lines, circles, squares and squares to show the connection among thoughts and details that occur with one another. This implies clustering is a strategy that can assist understudies with expanding the subject particularly to visual students.

As Dietsch (2006:26) stated that clustering is uncensored conceptualizing joined with doodling. Clustering produces an outline of a subject, proposes certain themes, and gives related details. The author concludes that clustering creates new visual maps or associations that allow more creative thinking and to begin without an unmistakable thought. Clustering can be valuable for all sort of writing. It offer advantage to see the connection between details, organizing information and in creating explicit help for their primary thoughts.

From the idea over, the author presumes that clustering is making a visual map or new affiliation that permits thinking all the more innovatively and to start without clear thoughts. Writers use it in the principal phases of arranging an article so as to discover sub theme in a point to sort out data. Writer can utilize clustering to design brief segment of an article as they are drafting.

## 2. The Advantages of Using Clustering Technique

As Sabarun (2013;12) stated that there are some advantages of using clustering technique toward students' writing ability:

- a. Clustering techniques build on the writer's ideas and produce them into a box, arrow, shape, and more.



- b. Clustering is a prewriting method to assemble thoughts before beginning to compose points to be created.
- c. Clustering is a procedure for drawing and utilizing the crude materials of an individual's encounter and giving them a conditional structure. So, this is a procedure of disclosure.
- d. Clustering is a simple method to create thought into a section.
- e. Clustering is a straightforward method to relate the thought. Indeed, even its utilization not at all like with creating the thought particularly for the understudies who are a sensation student.
- f. Clustering is an approach to arrange data and produce valuable thoughts in the creative cycle. Then, the gathering builds up an association between understudy understanding and new data.

### 3. Disadvantages of Using Clustering Technique

There are a few impediments of utilizing grouping strategy on understudies' composing capacity as follows:

- a. The clustering strategy is not acceptable method when it used to compose a paper composing which has long section.
- b. The writing strategy some of the time makes the student are confoused how to utilize it in light of the fact that the student befuddle how to begin to compose.

### **F. The Application of Clustering Technique in Writing Descriptive Text**

From the study stated previously, it can be known that clustering is a strategy that can be used to generate material for writing. This technique

can be 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 the connection among the ideas and details that occur to them.

There are some studies related to clustering technique towards students' writing ability that have been conducted by other researchers before. The first previous study is conducted by Maningrum entitled "*The Use of Clustering Technique to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at X IBBI Grade of MAN Cilacap)*(2016)". The aim of this study is to improve the students' writing skill on descriptive text after students are taught by clustering technique. The researcher used a classroom action research as the methodology of this research which is two cycles. The instruments that are used in this research are written test and observation to collect the data. Based on this research the clustering technique was effective and very useful.

The second previous study was taken by Tiara entitled "*The Effect of Clustering Technique on Student's Ability in Writing Recount Text (A Quasi-Experimental Study in Tenth Grade of SMAN 87 Jakarta)*" (2015). The aim behind the examination was to get experimental proof about the viability of clustering strategy on student's capacity in writing recount text. The researcher used quasi experimental design which used two classes as accidental sampling with 20 participants. The information gathering was finished by giving the test. The researcher used T-test formula as the method of

information investigation. The consequence of information is showing writing describe text can be educated by the utilization of clustering strategy.

The third previous study is conducted by Amaliah entitled *“The Use Of Clustering Technique To Improve Students’ Writing Skill On Narrative Text For The Eighth Grade Students Of Smp Nusantara Tuntang In The Academic Year 2017/2018.* The objectives of the research are to describe the implementation and to know whether clustering technique could significantly improve students’ writing skill on narrative text. The method of the research used Classroom Action Research (CAR). There were two cycles. The techniques of collecting the data are observation, test, and documentation. This result is that clustering technique can improve students’ writing skill on narrative text in eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018.

Based on three previous studies, there are similarity and differences that can be found. The similarities can be found particularly with all previous study that use clustering technique as independent variable. Therefore, they focus on clustering technique and also in dependent variables in writing skill. However, the previous study use the different types of text. While this research used descriptive text types. Then in some studies using car design, and this research using quasi research design.

In this research, the researcher needs to know the viability of clustering method in classroom. The past examination previously done the exploration utilizing CAR. In this research, the researcher utilizing quasi experimental

design. Those past investigations have diverse concentration with this research.

John Langan (2006:25) said that here are the steps of clustering:

- a. Write the theme in the center point of a clear bit of paper, write and circles the word.
- b. Around the circle, include reasons and insights regarding the subject.
- c. Use a series of boxes, circles or other shapes, along with connecting lines to set off the reasons and details.

Another steps is given by ( Cooper, 2005:462) in inteaching writing using clustering technique. In the first step, introduce the concept of clustering technique to students. Introduce them that the clustering technique will help them generate ideas when they start writing.

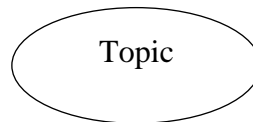
In second step,leading students to generate ideas in form clustering technique on the whiteboard as a model. write the core topic in the middle using a box or other shape to make it more interesting, according to each individual's desires and place keywords related to the topic using lines or arrows. Students need not worry about generating ideas; free for them to arrange their ideas as long as they are related to a given topic.

In the third step, tell students to write the first draft based on a sample design of clustering techniques that have been made on the board to find out that students have ease when starting to write by using clustering techniques. In the final step, after students can use the clustering technique, ask them to

go through the topic chosen to make descriptive texts referring to their own experiences. Give students evaluations to check their ability to write and to know their problems in writing.

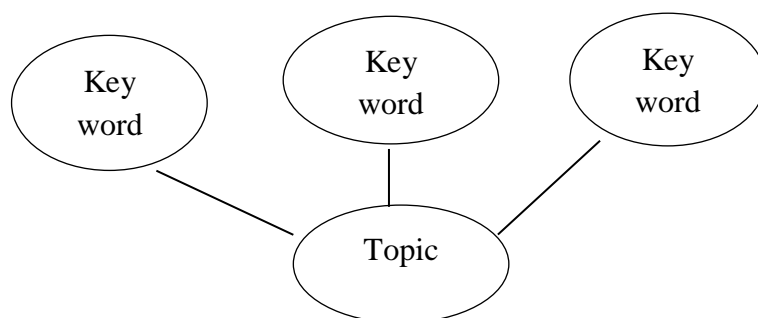
Based on the statement of Langan and Cooper, the application both of clustering technique is support each other that the point of this technique is to generate the idea in the middle of the paper and then make another idea around it by connecting lines, arrows or boxes. The sample cluster begin with the main topic that central idea branched out, leading to the key words related to the topic, as following the figure by Clouse (2005: 24-26):

**Figure 2.1 The Circle of Main Topic**



Write ideas related to the topic around it, circle them and collect them to the central circle. Write them quickly. Move into another space, write some more down, move to another blank, and just keep moving around and write.

**Figure 2.2 Grouping Ideas**



The second, write down the ideas, examples, fact, or other details relating to catch idea. Next, repeat as you write and circle new words and phrases, draw lines back to the last word, the central word, or the word that seems connected. Then, keep going until we can no think else relating to our topic. See a set of cluster that have done. If one of the particular of writing os enough to begin a draft, we can cluster again to expand the branches and or we can also cross out the words and phrase that seem irrelevant, and begin to improve some order by clustering and begin to the first draft in writing.

**Figure 2.3 The Implementation of Clustering**

