CHAPTER II

REVIEW RELATED LITERATURE

In this chapter the researcher presents some theories related to Clustering Technique and writing, which consist of the definition of writing, teaching writing, assessing writing, explanation text, clustering technique and previous study.

A. Definition of Writing

Writing is one of the four language skills: reading, writing, listening, and speaking. Writing is a productive skill. It means it involves producing language rather than receiving it. Writing is not just about accuracy. It is also about having a message and communicating it successfully to other people (Mary, 2005: 26). According to Nunan (2003: 88) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. While Richards and Renandya as cited in Fauziati, (2010: 45) stated that writing is not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such as ideas into readable text.

According to Ghaith cited in Rahma (2008: 12), writing is an intellectual activity to create written products that demonstrates mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language. Based on the definitions above, it can be concluded that

writing is a process or activity to write something, develop the ideas in mind into sentences, paragraphs well based on the patterns.

The purpose of writing is the expression of ideas, the conveying of a message to the readers. Mc. Mahon et al (1996: 8) that there are many purposes of writing and the following are those:

1. To express the writers feeling. The writer wants to produce and express what he/she feels or thinks through written forms, as in diary or a love letter. It is what is so called expressive writing.

2. To entertain the readers. The writer intends to entertain the readers through written forms. The writer usually uses aesthetical materials to entertain the readers. It is called literarywriting.

3. To inform the readers. The writer intends to give information or explain something to the readers. It is a kind of informative writing.

4. To persuade the readers. The writer tries to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

Based on the explanation above it can be concluded that the purpose of writing are to express the feeling, to entertain the readers, to give information about something to the readers, and to persuade the readers. Good writing in any languages involves knowledge and skill of written discourse for the learners. Students should know how to write an interesting text and good paragraph. A good paragraph should focus on one idea. An idea can control the content of a

paragraph. In writing, a good paragraph should concern to unity, cohesion and coherence.

From the explanation above that paragraph has unity when all of its sentences are related to the main point. Unity is an important element of a good paragraph. It means that a paragraph discusses one and only one main idea from beginning to end. Coherence Another element of a good paragraph is coherence. Co- is a Latin prefix that means "together" or "with". So, the verb cohere means "hold together". Coherence itself means that a paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals. For coherence in writing, the sentences must hold together: that is, the movement from one sentence to the next must be logical and smooth. Coherence has crucial position in a paragraph, because without it, a paragraph cannot be understood easily by the readers.

B. Teaching Writing

Teaching writing especially at senior high school is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control their language performance. While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they will write. Specific technique is needed in teaching writing English for senior high school.

Lindsay and Knight (2006: 3) said that teaching is the teacher's job to help learners learn. Teaching writing is teaching the students how to express the idea or imagination in writing form. Writing is more than productive skill in the written mode. It is the complicated skill than the other three skills, even for native speakers of language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Thus, the teacher are able to select a suitable material in writing class, so that materials and technique could be understandable for the students and they can express their idea, thinking into good writing.

Dorn and Soffos (2001) said that in the teaching writing to young learners, teachers have to recognize the complexity of the process and also think a moment about what happens in the mind of their students as they create a written work. Teacher must be creative to prepare materials that feature real-life situations and authentic language in teaching. Teachers also must be conscious of the types of practice: they are mechanical, meaningful, and communicative

Based on the statement above, the researcher concluded that the teacher's role is needed to motivate students in teaching learning process while students in transition period, and teacher must be creative to prepare materials that feature real-life situations and authentic language in teaching because they have some different characteristic. In practicing their writing, they have to follow the steps of process writing to make their writing more effective and help the students to write a text become easier. What students do before writing is very important, because

the student can be guided to think about a topic in relation to a perceived audience. In this activity of writing involved process writing.

Seow as cited in Richard and Renandya (2002) described the process approach to teaching writing, which comprises four basic stages, those processes are: planning/prewriting, drafting, revising and editing.

1. Pre writing

This first stage of writing is simply setting forth ideas in whatever shape or from that is handy for your fragment, lists, or sentences. The purpose of pre writing is to get ideas down on paper. This step is use to generate and build the student's idea. There are some popular ways generate ideas in prewriting:

- *Brainstorming* : Brainstorming captures ideas as they flit by, either as words, phrases, or fragments. The secret of success in brainstorming is to think fast and forgo criticism. Based on the state of Betty Mattix Dietsch above the students try to write or make a list of every word, every phrases, every idea that come into the students mind quickly. For example:

  Topic: How to Have a Successful Garage Sale

  1. Collect used things in good
  2. Conditions
  3. Clean everything
  4. Old dishes
  5. Store them in the garage, Hogue (1996: 35)

- *Free writing* : Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about topic, Seow as cited in Richard and Renandya (2002: 316). The students write everything that comes into their head about their chosen topic. Do not stop to edit, even if you make mistakes. The students do not even have to write complete sentences. Just write everything that comes into the student's mind and topic.

- *Clustering* : Clustering like listing, is another way to get ideas to write about. Write down every word, phrases that pop into your mind about the topic. However, instead of writing them down in a list, you write them in circles, or bubbles around your topic. For example: (Hogue, 1996:91) :
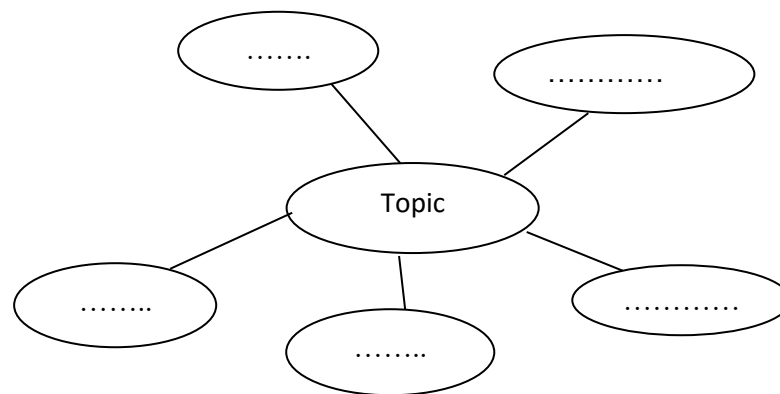
2. Drafting

At the drafting stage, the researcher focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness

of the draft, Seow cited in Richard and Renandya (2002: 317). Thus, after the student generated their ideas, they need to write down. In the second stage of writing, transform the ideas into sentences in a semi organized manner so: the writer must be able to develop the ideas to be comprehensive text for the reader based on rough plan in the first stage. Here, the purpose is to let your ideas develop, expand, and form links. Drafting is primarily a stage of discovery and exploration.

3. **Revising**

During revision your goal is to rethink ideas, refine, and develop them. You may drastically recognize the draft. During this time, you reshape ideas expanding, deleting, and clarifying. Langan (2001: 34) revising means rewriting a paper, building on what has already been done, in order to make it stronger. Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer.

4. **Editing**

Editing after the writers have revised their paper for content and style, they are ready to edit (check for correct errors in grammar, punctuation, and spelling), Langan (2005: 34). Editing is the stage in the writing process where the writer makes changes in the text to correct errors (spelling, grammar, or mechanics). Here the emphasis is not only on

accuracy and correctness but also on clarity. Thus, the teacher easy to find the error mistakes.

Writing process based on the opinions above, it can be concluded that writing has several steps before having a product. By passing those steps, the students has been successfully creating the good writing.

C. Assessing Writing

The process assessment is designed to prove how the students write, the decision they make as they write, and the strategies they use. Therefore, the aim of process assessment is to give information about the students' performance such as how far the students' progress in writing is and whether any change is needed in the way of teaching strategy or not.

There are some elements that should be attention by the teacher to assess student's writing, such as grammatical, vocabulary, continuity and others. They include choices of task type and genre, and decisions about the weighting to be given to the following dimensions:

a. Grammatical control and mechanical accuracy (spelling and punctuation).

b. Appropriate level of grammatical complexity according to purpose audience.

c. Organization and topic development.

d. Range and appropriateness of vocabulary selection.

e. Overall impressions of text coherence, (Allison, 1999: 130).

Based on the theories above the scoring rubric, adapted from Cohen (1994: 328-329), the technique of scoring is based on five aspects, they are content, organization, vocabulary, grammar and mechanic.

Table 2.1 Scoring Rubric for Aspects of Writing

Component of Writing	Criteria	Score
Content	- Main ideas stated clearly and accurately, change of opinion clear	5
	- Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak	3
	- Main ideas not clear or accurate, change of opinion weak	2
	- Main ideas not at all clear or accurate, change of opinion very weak	1
Organization	- Well organized and perfectly coherent	5
	- Fairly well organized and generally coherent	4
	- Loosely organized but main ideas clear, logical but incomplete sequencing	3
	- Ideas disconnected, lacks logical sequencing.	2
	- No organization, incoherent	1
Vocabulary	- Very effective choice of words and use of idioms and word forms	5
	- Effective choice of words and use of idioms and word forms	4
	- Adequate choice of words but some misuse of vocabulary, idioms and word form	3
	- Limited range, confused use of words, idioms, and word forms	2
	- Very limited range, very poor knowledge of words, idioms, and word forms	1
Grammar	- No errors, full control of complex structure	5
	- almost no errors, good control of structure	4
	- Some errors, fair control of structure	3
	- Many errors, poor control of structure	2
	- Dominated by errors, no control of structure.	1

Mechanics	- Mastery of spelling and punctuation - Few errors in spelling and punctuation - Fair number of spelling and punctuation errors - Frequent errors in spelling and punctuation - No control over spelling and punctuation	5 4 3 2 1

Score = Total score $\times$ 4

= 25 $\times$ 4

= 100

The score can be categorized in the table below:

Table 2.2 Table of Criteria students' score

Criteria	Range Score
Excellent	91-100
Very Good	81-90
Good	71-80
Fair	51-70
Poor	0-50

D. Explanation Text

1. Definition of Explanation Text

Explanation text is related with social or natural phenomena. According to Law (2013:17), explanations are written to explain how something works or occurs. The process of the events is explained sequentially and with the time related information. Explanation is a text which tells process relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the

forming of the phenomena. It is often found in science, geography and history text books.

According to Nesi & Gardner (2012:36). "Explanation genre requires students to demonstrate knowledge and understanding, and to answer questions, such as "What is x?", and additionally expect students to explain how something works or function. The explanations themselves are intended to demonstrate current shared knowledge and understanding. Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature. Some examples of explanations are: How something occurs, why something happened, why things are a like or different, how to solve a problem, etc.

The researcher concluded that explanation text is a text used to explain the process of a social, natural scientific, and culture phenomena, events or action. It is also used to share the fact of knowledge and uderstanding.

2. **Generic structure**

According to Mark Anderson and Kathy Anderson (1997: 82) features of an explanation consists of some features as follows:

a. Constructing a written explanation. The steps for constructing a written explanation are:

- A general statements about the event or thing

- A series of paragraphs that tell the how's or why's

- A concluding paragraph

b. Language features in an explanation. The language features usually found in an explanation are:

- Technical language

- Words that show cause and effect

- Use of the timeless present tense

- Generic structure of explanation:

c. General statement: stating the phenomenon issues which are to be explained

d. Sequenced explanation: stating the series of steps which explain the phenomena.

Later on, Hartono (2005:22) explains that there are six language features in explanation text, namely:

a. General Noun

The general noun includes noun that is known generally. People commonly use those nouns for communication, e.g. bee, food, honey, etc

b. Action Verb

Action verb is a verb that can be seen when we do it, e.g. drink, make, fall, cover, etc.

c. Simple Present Tense

The simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and the future (Azar, 1993, p.3).

d. Passive Voice

Passive voice concerns more on the events (what happen).The object of an active sentence becomes the subject of apassive sentence. The subject of an active sentence is the object of by in the "byphrase" in a passive sentence.

e. Conjunction of Time and Cause-Effect Relationship

1. Conjunction of time is used to show chronological order. It may include: first, then, after, next, finally, etc.

2. Cause and effect relationship is used to explain the reason and the result of events. The expressions is that usually used are because, since, as, because of, due to, so, etc.

f. Technical Terms

Using technical term is to make the sentences sound more scientific. Example: Inside the stomach, special enzym changes nectar into sugar.They are called fructose and glucose.

Table 2.3 Example of explanation text

It was retrieved from *http//www.english.com.what-is-explanation.html*

How does Rain Happen?

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation. *(General statement)*

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow. *(Sequenced explanation)*

However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions. *(Closing)*

E. Clustering Technique

1. Definition of Clustering Technique

Clustering is a brainstorming activity that generates ideas, images and feelings around a topic or stimulus word. Clustering technique is similar with brainstorming activity that the students can use to generate ideas.

"In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches. You can then add more branches to the subject circle or to the related ideas as they occur to you. (Meyer, 2005: 6-7)." Clustering technique used to stimulate the students to think and write or even discuss more. It also as a method that maximizes activities participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

In clustering technique, students wrote the main topic in a form of noun phrase into a bubbles. Students put the main topic as the core of brainwave in the center of schema. Students described the main topic into small elements or in detail sections. They drew it inside the bubble that connected with the lines to the center of the schema. When doing this method, they explored their ideas by putting down the related vocabularies.

Based on the explanation above, it can be stated that he clustering technique helped the students when they got difficulties to search the new words. They become more active and creative to explore their ideas. They made a line that connected the main topic and the key words. They can write down many words as far as their achievement about the subject. Clustering like listing, is another way to get ideas to write about. Write down every word,

phrases that pop into your mind about the topic. However, instead of writing them down in a list, you write them in circles, or bubbles around your topic.

In the process of Clustering Technique, the activities are divided into four parts. First activity is make a group consist of four students. Each group have to choose a picture. The second is using clustering technique to bring up their ideas based the topic and the picture. After the students finished the clustering, they have to write their ideas into explanation text. The third is presentation. Each group must present and explain their writing explanation by using clustering technique and another group must give feedback to the group that is presenting. The last is write explanation text by using clustering technique individually. The researcher gave the students two topic and they had to choose the one which they interested. The students have to write the explanation text by using clustering technique individually.

F. Previous Related Study

In this sub chapter, the researcher presents related studies of using clustering Technique in terms of writing ability. There are some previous studies as stated below:

Some researchers have been conducted on Clustering Tehnique. Zakiyyah (2014) conducted a research of Clustering Technique. The researcher used quantitative experimental. Based on the analyzing data, it was found that the writing ability of narrative text of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 before being taught by using clustering

technique was categorized sufficient. There is significant difference between the ability of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 in writing narrative text before and after being taught by using clustering technique. From the result above, the researcher suggested to the English teacher to use Clustering technique in teaching writinggnarrative text, because thistechnique helps the studentsorganize their ideas before they start to write

Then, a research conducted by Adriati (2013), investigated the use of clustering technique in teaching writing narrative text. Thus its specific objective was to find out: (1) whether the use of clustering technique is effective in teaching writing narrative text, and (2) the response of the students to this technique. The research method used in this study was quasi-experimental and the sample was sixty ten-graders in one senior high school in Bandung. Based on data from pre-test, post-test and interview, clustering technique was effective in improving students" score in writing narrative text. Also, students' response to the technique was positive as clustering had several strengths though it had several weaknesses too. The result stated that clustering technique was effective in improving students' score in writing narrative text. Clustering technique was very helpful as it became the savings' of words which were needed in writing the narrative text, eased the plot construction, made a new alternative to writing with or without other brainstorming technique, empowered imagination, and created fun atmosphere in learning.

Another study was taken from research journal of social sciences, conducted by Triza, et al (2016), "The Effect of Clustering Technique Towards Students' Writing Skill of Narrative Text in High School 5 Priaman, West Sumatera". This research journal used experimental research design with two classes in the same major (IPA). From the research finding, it could be concluded that the clustering technique has given significant effect towards students' writing skill of narrative text. So, they concluded that clustering technique could improve students' writing ability in generating ideas and so that it can be a strategy for teaching writing.

Based on the previous studies above, they have the similarity and difference term. The similarity are mostly the Clustering Technique to students improve their writing ability. While, the difference are the object, subject and the topic of writing. The previous research is done to test whether Clustering Technique is effective to improve writing skill for student of primary school, junior high school and whether in senior high school students. Then, the researcher is curious the Clustering Technique in different focus of writing, the focus is Explanation text. This research was implemented in eleventh grade of MA Darul Hikmah Tawangsari students (IPA and IPS class) such as 51 students. The measurement devices used test early writing skill, the testing devices were used pre and post-test.

Table 2.4 The similarities and differences of previous study

Zakiyyah (2014) conducted a research of Clustering Technique on writing ability of narrative text of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014	
Similarities	**Differences**
- Conducted in senior Islamic high school	- Research design (the previous study used pre-experimental research design, while in this research use quasi-experimental research design) - The focus of the research (the previous study was focus on writing narrative text, while this research focus on explanation text) - Grade (the previous study conducted the research on the tenth grade, while this research on the eleventh grade)
Adriati (2013), investigated the use of clustering technique in teaching writing narrative text	
Similarities	**Differences**
- The previous study and this reseach used the same research design (quasi-experimental)	- The focus of the research (the previous study was focus on writing narrative text, while this research focus on explanation text) - Grade (the previous study conducted the research on the tenth grade, while this research on the eleventh grade)

Triza, et al (2016), "The Effect of Clustering Technique Towards Students' Writing Skill of Narrative Text in High School 5 Priaman, West Sumatera"	
Similarities	**Differences**
- Conducted in senior high school and used two classes	- Research design (the previous study used experimental research design, while in this research use quasi-experimental research design) - The focus of the research (the previous study was focus on writing narrative text, while this research focus on explanation text) - Grade and major (the previous study conducted the research on the tenth grade IPA, while this research on the eleventh grade IPA and IPS)