CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that supports this research. It deals with the theories related to writing, recount text, clustering technique and previous studies.

A. Writing

1. Definition of Writing

Writing is a process of transforming thoughts, ideas, and feelings into written form. Hyland (2003:9) supported that writing is a way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.

It means that writing is one of the important skill that must be learned. Writing will make students learn any aspects of language such as grammatical aspect and language used. In shorts, writing is a good way to develop students English ability.

Writing is how a produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Brown (2001:337), writing is transaction with words whereby you free from what you presently think, feel, and perceive.

In addition, Harmer (2004:86) stated that writing is a process that what we write if often heavily influenced by the constrains of genres. Then these elements have to be present in learning activities. It means

that writing cannot be separated with genres especially in teaching learning activities of writing. In this case , writing activities can be present in a classroom.

From all the statements above , it can be concluded that writing is an activity of thinking after which it is express into graphic symbols, in a communicative written language . in expressing the thought into a written language, feeling plays an important role as well. Therefore, product will be easily understood.

2. **Genres of Written Language**

   a. Academic writing

   Papers, and general subject reports, essays, compositions academically focused journals, short answer responses, technical reports (e.g. lab reports), thesis, Dissertations.

   b. Job related writing

   Messages (e.g. phone messages), letters/emails, memos (e.g. interoffice), reports (e.g. job evaluations, project reports), schedules, labels, signs, advertisements, announcements manual.

   c. Personal writing

   Letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders financial documents (e.g. checks, tax forms, loan applications) forms, questionnaires, medical reports, immigration documents diaries, personal journals, fiction (e.g., short stories , poetry).

3. Types of Writing Performance

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

a. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

b. Intensive

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations, idioms, and correct grammar features up to the length of a sentence.

c. Responsive

Here, required learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs genres of writing include brief narrative and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project, or even a thesis.

4. **Micro And Macro Skills of Writing**

Micro skills

a. Produce graphemes and orthographic patterns of English.

b. Produce writing at an efficient rate of speed to suit the purpose.

c. Produce an acceptable core of words and use appropriate word order patterns

d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules.

e. Express a particular meaning in different grammatical forms.

f. Use cohesive devices in written discourse.

Macro skills

a. Use the rhetorical forms and conventions of written discourse.

b. Appropriately accomplish the communicative functions of written texts according to form and purpose.

c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meanings when writing.

e. Correctly convey culturally specific references in the contexts of the written text.

f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation ,using prewriting devices, writing with fluency in the drafts, using paraphrases and synonim, soliciting peer and instructor feedback, and using feedback for revising and editing.

5. Writing skill

There are four skills that should be mastered in learning English. They are writing, reading, speaking, and listening. Brown (2004:218) stated that writing as a skill with its own features and conventions for recording speech and for reinforcing grammatical and lexical features of language. We fully understand the difficulty of learning to write "well" in any language, even in our own native language. In writing, we learn to express ourselves clearly with logical, well developed organization that accomplishes an intended purpose, and to write coherent essays with artfully choosen rhetorical and discourse devices.

Moreover, according to Palmer in Arnold (1989:71) we can analyze the specific skills attached to writing under five headings:

a. Graphical or visual skills

b. Writing graphemes: letters of alphabet

c. Spelling

d. Punctuation and capitalization

e. Format

Explanations :

a. Grammatical skills: This refers to the student's ability to use successfully a variety of sentence pattern and constructions.

b. Expressive or stylistic skills: This refers to student's ability to express precise meaning in a variety of styles or registers. In order to do this, they will not only have to be able to select appropriate vocabulary, but also appropriate sentence pattern and structures for the written medium.

c. Rhetorical skill: This is the student's ability to use linguistic cohesion devices-connectives, reference words, ellipsis, and so on in order to link parts of the text into logically related sequences.

d. Organizational skill: This involves the sequencing of ideas as well as the ability to reject irrelevant information and summarize relevant point.

It is clear that writing skills covered the ability to organizing idea in chronological sequence based on the generic structure of the text and keep the text focus in order to avoid too wordy writing. To arrange and connect one event to another, the used of linguistic cohesion devices is also important to make the writing paper arrange in logically order. Grammar is also important in writing. The grammar used in different genre is different too, some of them using present tense, another using past tense, etc. After the ideas are organized and arranged well between

events, and the correct grammar had applied, another aspect should be notice is the expressive or stylistic style. A good idea as the writing topic should be deliver in interesting way to attract the reader, it can be done by using appropriate words and put some expressive sentence to strength the writing. The last is the use of graphical or we can say the mechanism of writing such as correct spelling, punctuation and capitalization, and the writing format.

6. **Teaching Writing**

According to Brown (Brown, 2000:7), teaching is guiding and facilitating learning, commit to user, setting the conditions for learning, enabling the learner to learn, setting the conditions for learning. He also says," teaching is showing or helping someone to learn how to do something, giving instruction , guiding in the study of something, providing with knowledge ,causing to know or understand".

In other words, it means that teaching is an activity in learning and exploring something. Teachers are responsible in facilitating and guiding the learners during the learning process and setting the condition as well as possible so that the learners feel comfortable and able to understand the material well.

There are four reasons for teaching writing to students of English as a foreign language (Harmer, 1998: 79) :

a. Reinforcement

Some students require language in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find useful to write sentences using to new language shortly after they had studied it.

b. Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of ongoing learning experience.

c. Learning style

Writing is appropriate for learners who take little longer at picking up language just by looking and listening. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face to face communication.

d. Writing as skill

Writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, how to reply letters, etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction, etc.

7. The Criteria of Good Writing

Good writing is full of though and idea are described clearly based on rules and writing patterns. Smith and Reid (1993:247) state that good writing has some criteria as follows:

a. Content

   1) The paper is focused on particular subject.

   2) The purpose of the paper is clear to its reader.

   3) The thesis is well supported.

b. Organization

   1) The introduction gets the reader's attention and prepares the reader for what is coming

   2) The organization is easy to follow

   3) There is clear transition from one idea to the next

   4) Individual paragraphs are coherent

   5) All details develop the purpose of the paper

   6) The conclusion draws the paper to a close, summarizes main points, and reemphasizes the paper purpose.

B. Recount Text

1. Definition of Recount Text

There are some genres of the English texts that should be studied by junior high school students; one of them is recount text. Priyana at all (2008:69) stated that a recount text is document series of events and evaluate their significance in some way. It focuses on sequence of events, all which relate to the occasion. It means in

details, that recount involves what happened, who was involved, when the events that happened, where the events took place and how the events could have happened. As mentioned before, recount is use retell about an event that has occurred in the past. Therefore, recount is always written in the past tense. It is important that the writer have to aware about it.

Further, when writing recount also should concern on the sequence of the events that can more developed.

Knap and Walkins (2005:224) said that recount structure and grammar is similar with narrative genres that retells past events, usually in order to in which they happened. It means that a recount text tells about something that has happened in the past chronologically. In addition, Hyland (2009:3) said that in recount text, the writer may write all past events not only retell about factual or historical events but based on their personal experience. It means that writing about past event, personal experience, factual or historical events, that has happened is called by recount text. The students must have their own past stories about their lives such as, their holiday, terrible moment and happy moment.

From some definitions above, it can be concluded that recount text is a kind of text type which retell about past events chronologically. Those part of past events can be about factual events

or historical events and the student's personal experience that is usually learned in senior high school in Indonesia.

Recount text uses past tense past tense to retell the events. Therefore, the students need pay attention to grammar e. g. mastering the forms of regular and irregular verbs and language for not making misunderstanding and miscommunication to the readers.

2. **The Purpose of Recount Text**

According to Hyland (2003:20), the purpose of recount is to reconstruct experiences by retelling in original sequences. The other purposes of recount text according Stubb (2000:8) is to tell or amuse the reader or audience. It is in line with Wardiman, et al. (2008:124) that the social function of recount text is to give readers a description of what occurred and when it that purpose of informing and entertaining. From its purpose, recount is not only to retell the past activities that happened, but to inform the reader about some information that happened. For example, retell the facts about disaster that happened like in the newspaper or magazine.

Widiyati (2008:124) also supported that the social function of recount text retells events for the purpose of informing and entertaining. It means recount is a way of retelling an important events or describing an experience that we had to others for some reasons or purpose. Therefore recount can really help to imagine what an experience was like.

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3. Type of Recount Text

According to Stubbs (2000:8), all recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or writters find this text type accessible and manageable because it is generally based on fact rather than fiction. These students will have more success in writing recounts of events that have actually happened to them or people they know, that in constructing more imaginative texts such as narrative. The confidence gained in expanding ideas into paragraph, and providing enough detail to allow the reader to picture the setting,will allow reluctant writes to transfer these skills to other text types suc as narrative and exposition. Reluctant writers will find the chronological structure of a simple recount logical and easy to plan.

More advanced students who need a challenge can be encouraged to alter the time sequence by using flashback. Encourage these students to read widely in the genres of biography and autobiography to observe different ways that writer bring the reader into their world.

A factual recount is concerned with recalling events accurately. It can range from an everyday task such as school accident report to a fomal, structured research task such as a historical recount. The emphasizes is on using language that is precise,factual and detailed. So that the reader gain a complete picture of the event,experience or

achievement. Extended description,emotive language and unnecessary details are out of place in this form. Passive voice and third person narration are used to give credibility to the information presented.

A writer's or speaker own experiences are the basis of a personal recount,letters,diary entries,journals,anecdotes, and postcard are common form of this type of recount. Personal recounts are usually written in the first person (I,We), and often aim to entertain as well as inform,facts, and information are important, but personal responses and comments are also appropriate, particularly in the re-orientation or evaluation. While the sequencing of events should still be logical, a writer might select certain details and omit others to add interest and humour.

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though there are real − a day in my life as a family pet for example. Emotive language. Specific detail and first person narration are used to give the writing impact and appeal.

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

A biographical recount tells the story of a person's life using a third person narrator(he,she,they). In the case of an autobiography,

first person(I,we) narration is used. It is usually factually accurate and records specific names, times, places and events.

4. The Generic Structure of Recount Text

In writing the students do not only pour their idea they want, but they have to think about the content of their writing. The content should be clear written in order to make the reader easy to understand about the plot of story and information that students wanted to give. To make the writing easy to understand for the readers, there must be stricter of the writing.

In writing a good recount text, there are some generic structures that the students should know in order to make the text coherence to each paragraph. According to Stubbs (2000:8), the generic structure of recount text consists of three parts, namely orientation, events and reorientation.

The further explanation about generic structure in recount text is divided below.

1. Orientation

In orientation, it provides the setting and introduces the participants about the text. It told the reader who was involved, what happened, where this event took place, and when it happened. For example, an orientation for a recount text of a

climb of Mount Everest, the students should tell the reasons for the climb and an explanation of the climb conditions.

2. Events

    This part tells what happened in sequence. It gives more information about the story and gives the details what, who, where, and when. The events can be told in chronological order (the order in which they happen) use conjunction or connectives like: first, next, then, finally, and soon. This part also tells how the characters of the story react to the complication.

3. Reorientation

    Reorientation is a conclusion of the events of the end of the story. It is offers personal opinion or comment of the recount text. Reorientation generally refers to some of the information in the orientation paragraph. The following text is the example of generic structure recount.

<p align="center">My holiday</p>

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback carefully. It was scary, but it was fun. Then we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had

lunch under a big tree. Before we got home, we want to the zoo at Wonokromo. We went home after afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

5. The Language Features of Recount Text

Besides the generic structures of recount text, the writer also should know about the language features that used in recount text. Language feature of the text is the essential part in writing a text. It also can be used to identify what kind of the text is. Anderson (2005:50) defined them as follows:

a. Proper noun

Proper noun in recount text is used to identify who are those involved in the text.

b. Descriptive words

Those words are used to give details about what, when, where, and how. Descriptive words are usually adjective that used to describe the noun or personal attitude, like happy, wonderful, curious, fun, etc.

c. The Use of Past Tense

Recount text is a text that retell someone experience and of course it used in simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.

d. Sequence maker

Sequence maker means words that show the order of events (for example next, first, then).

C. Clustering Technique

1. The Definition of Clustering

In writing process, there is a pre-writing step. One of the pre-writing step.

One of the prewriting steps are clustering. There are a lot of definition about clustering stated by experts. Blanchard and root (2003:42) define that "grouping is another pre - writing technique. This is a visual way to show how your ideas connect using circles and lines". "In another book, Galko (2001:19) said that grouping is "make a visual diagram of your idea of topic."

Another definition put forward by Brandon and Brandon (2011:39) that grouping is a visual way to show connections and relationships. Sometimes used with outline and sometimes replaces one of them".

According to Langan (2008:30)," grouping is also known as a diagram, or mapping is another strategy that can be used to produce material for paper.

From the definition above, it can be concluded that clustering is making a visual map or new association that allows thinking more creatively and to begin with clear ideas. Clustering can be used for any kind of writing.

2. Definition of Technique

The term technique is commonly used in the teaching learning process. It is often misunderstood with two others term; they are approach and method.

Richards and Rodgers (1986:15) stated that "there are three levels of conceptualization and organization, approach, method, and technique.

According to Hornby (1995:425),"technique is a method of doing something expertly or needs skill." In addition, Richards and Rodgers (1986:15) stated: "a technique is an implementation that actually take place in a classroom."

3. The Step of Using Clustering

According to Clouse (2005: 24 -26) said that clustering is a way of generating and connecting ideas visually". It is useful for seeing how various ideas relate to one for developing sub topics. Writers use it in the early stages of planning essay in order to organize information. Here are the steps of clustering.

a. Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it

b. Write ideas relating to the topic around it, circle them, and connect 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 writing.

c. Write down ideas, examples, facts, or other details relating to each idea and join to the appropriate circles.

d. Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected

e. Keep going until we can think nothing else relating to our topic. Then see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first in writing.

4. **Teaching Writing Using Clustering Technique**

a. Teaching preparation

There are some points that must be considered by the teacher before teaching and learning process. The teaching and learning process will run well if the teacher has good preparation before starting the lesson. There are some teaching preparation that need to be concerned by the teacher to teach writing by using clustering technique.

1. Lesson plan

One the most important things that should be prepared by the teacher is the lesson plan. It is such a guide for the teacher to do activities in classroom when delivering the lesson. So, the

teacher has to arrange it carefully in order to run the activities systematically and to achieve the goals of teaching and learning process. In making the lesson plan, the teacher should pay attention to several elements, such as the objectives, time allocation, activities, material, and evaluation.

The first is objectives. Objectives are the goals which are expected to be achieved by the students at the end of the learning. The teacher should tell the students the objectives of their learning to let them know what to achieve. By stating the objectives of the learning, the teacher can evaluate the student's comprehension about the lesson.

The second is time allocation. The teacher has to consider the time allocation of the lesson in a meeting. It is used to measure how the teacher should spend the time in every step of teaching so that it can make a meaningful learning process and all the objectives expected in the meeting can be achieved.

The third is material of the lesson. Material is what the teacher uses to teach the students in teaching and learning process. Material helps the teacher to explain the lesson. In addition, the teacher should choose the material to be given to the students. In choosing the material, the teacher is not only be able to use the material from textbook but he/she can also combine it with authentic material. The teacher can find the

authentic material from the sample or thing in the classroom, internet, newspaper, magazine, etc. The teacher should choose authentic material that is suitable with the topic of the lesson that will be taught to catch the student's interesting in the learning process.

The fourth is activities. Activities are what the teacher and students do in teaching and learning process in the classroom. The activities should be meaningful to get student understanding about the lesson. The teacher should also invite students to be active in the activities during the learning process.

The last is evaluation. Evaluation is used to measure how far the students understand what the teacher has explained. It can be done by asking some questions directly, giving some exercises, homework or quizzes.

2. Media

Media that can be used in teaching writing a recount text is a video about some events that had happened in the past like tsunami disaster, celebration New Year eve, etc. The video as the learning media will help students to understand the lesson given by the teacher because they are interesting and can catch student's attention. The teacher can use laptop connected to in-focus to show the video.

3. Technique

Technique is a procedure or skill for completing a specific task. In teaching and learning process in the classroom, technique is also one of important parts. In this phase the researcher choose the clustering technique in teaching writing a recount text.

b. Teaching procedures

1. Pre-teaching activity

In this phase, the teacher prepares the class condition to study. Firstly, the teacher greets students and prays together with the students. Then, the teacher checks the student's attendance. After that, the teacher activates the student's background or prior knowledge or schemata by asking some questions about the subject that is going to be taught. The teacher may give warm up activities, for example: "Do you have a unforgettable moments in the past? Can you retell to us?" The students answer the question, teacher.

After getting the best answers, the teacher links them with the lesson for that meeting. The teacher writes the top on the white board. Next, the teacher also tells the achievement indicators and the objectives of the lesson that need to be reached. In addition, the teacher also tells the students that they are going to learn by recount text by using clustering technique.

Furthermore, the teacher explains about clustering technique. The clustering technique is like a diagram that is centered by a circle in the middle of paper. The circle in the middle of the paper is filled by the topic of the paragraph. Then , the topic is followed by some circles around as supporting ideas of topic. The students can use arrows to connect ideas with the topic.

2. Whilst-Teaching activities

Whilst –Teaching activity is the main or core activity and also one of the most important activities in teaching and learning process because this activity becomes the main point in theaching the material of the lesson. There are three steps in whilst teaching that should be followed by the teacher : exploration, elaboration and confirmation.

a) Exploration

In exploration, the teacher invites the students to be more active in the class. She/ he makes the students find the answers of his/her questions. The teacher also uses the media in teaching and learning process . The teacher also should keep the interaction with the students in order to achive the goals of the lesson.

First, the teacher asks to mention about unforgettable moments of the students.

Next, the teacher explain what recount text is and social function of recount text. The teacher explain that the main purpose of recount text is retells past events. In this case, the teacher explains that recount text that they are going to learn is about retell the events in the past. Besides that, the teacher also explain the use of clustering technique in writing recount text. The clustering technique is a technique that can be useful to guide them to make a good paragraph.

In applying the clustering technique, the first thing that the teacher does is writing the diagram of clustering technique. Then , the teacher asks one the student's activity that they have spent in their holiday. The student's mention words that related with the topic. All of the answer must be written in the diagram of the clustering technique.

Next, the teacher lets the students to develop the diagram above into sentences and arrange them into good recount paragraph. "in order to make a recount text of sudent is great, the teacher have to give examples good paragraph on the whiteboard as a sample of the recount text.

Then ,the teacher explain the generic structure of the recount text. The teacher explains each part of the generic

structure. Then, the teacher checks the student's understanding." Do you understanding so far?"

b) Elaboration

In this phase, the students are given some exercises. The purpose is to check their understanding about the recount text . The teacher prepares some exercises related to the topic. In this case, the topic is about retell about the activity that they have done during last holiday like visiting grandma house . The teachers decides how much the time to finish the exercise .

In this section the teacher asks the students are asked to fill the diagram of clustering technique. The teacher prepares a piece of paper for each group. The first activity to do is that the students fill the diagram of clustering technique based on the topic that provided by teacher. After all of the students have finished the first activity. Then they asked for continou second activity. In this activity, they are expected to be able to fill in the blanks to complete the paragraph of recount text related to the diagram given .

c) Confirmation

Confirmation is the step when the teacher gives feedback to the students. In this case, the teacher leads the discussion about the paragraph that have already been

written by one of the students. The teacher demands the students to pay attention to the generic structure and language features of the recount text. Teacher also gives a bit explanation again to make a clear understanding for the students. Then , the teacher collects all of the students exercises and revises them. In the next meeting, the teacher will give it back to each of the student.

3. Post teaching activity

   Post teaching activity is an activity that should be done by the teacher to close the activities in teaching and learning process. In post teaching activity , the teacher closes the lesson by making the conclusion, giving feedback and giving homework to the students.

   In this case, before ending the class the teacher and the students conclude the lesson for that meeting. Before teacher gives conclusion about the lesson, teacher invites the students to tell the conclusion first. After that, the teacher gives clearly conclusion about the lesson of recount text in the meeting. The teacher also gives homework to the students. The topic for their homework is about celebration the last new year. Steele and Steele (1991:42) also stated the rules of applying clustering as follows:

a) Begin with a blank sheet of paper

b) Write whatever associations of that words come to mind

c) Continue jotting down associations and ideas triggered by the nucleus words for a minute of two

d) If you are stuck, doodle until you're sure you have all the ideas out.

Langan (2008:30) suggested the way of clustering works, namely: begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well. Keep in mind that there is no right or wrong way of clustering. It is a way to think on paper about how various ideas and details relate to one another.

D. Previous Study

To support and to prove the originally of this research, the researcher use some relevant previous study. The first study entitled *The Effectiveness Of Clustering Technique In Teaching Writing* at the Eight Grade of MTs Raudlatul Ulum by Dwi Wahyu Ulum on 2012. This research aimed to find out the use of clustering technique as pe-writing stage was more effective than the traditional technique. This research aimed to find out the use of clustering technique as pre-writing stage was more effective than the traditional technique. This research focuses on English descriptive text. The

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subject of this study are VIII C and VIII D of MTs Raudhlatul Ulum. These study was categorized as an experimental research. The experiment research was conducted by using T-test as the instrument of the research. The finding of this study was clustering technique can make the students be active learners.

The second study by Irfan Fahmi and entitled *Developing Students Writing Ability Of Descriptive Text Through Clustering Technique* (A Classroom Action Research at VII-4 Class of SMPN 38 Bekasi). His research aims to find out whether teaching writing of descriptive text using clustering technique is effective to improve students writing skill of descriptive text at VII-4 class of SMPN 38 Bekasi. In conducting this research he used classroom action research (CAR) of Kurt Lewis"design: Planning, Acting, Observing, and Reflecting. The Instrument that are used in this research are the English test sheets, observation sheet, questionnaire sheet, and interview. Based on the research results, the application of leraning witing skill of descriptive text through clustering technique has improved.

The third relevant study is about "*Using Clustering Technique to Improve Students Writing of Recount Text*" by Abd. Salam. The objectives of the study ae to know whether or not the clustering technique improves students writing of recount text. The subject of this study was students of SMPN 2 Tarummajaya, Bekasi at the second grade. This grade consist of 30 members of students. Based on the writer's observation in teaching learning process, the writer found some problems in the classroom activity primarily

on writing recount text. The problems were the students didn't understand clearly what recount text was, how to identify generic structure of recount text, nd the teacher had also less preparationin teaching recount text. This research was conducted in three cycles. To collect data, the writer used questionnaire to the students, observation to every cycles, and test, based on the result this research,the implementation of clustering technique in teaching recount text had shown an improve. In the results of posttest 3 , the writer gained 22 students or 73,3% who passed minimum score (KKM). In addition the mean o post questionnairewas 88,00, therefore the improvement was 49,67%. Based on these findings, it could be concluded that the implementation of clustering technique could improve students writing ability of grade VIII-2 of SMPN 2 Tarumajaya Bekasi.

The fourth study is about *"Improving student ability in writing Descriptive Text Using Clustering Technique"* by Fikri Fauzi Alawi. The objectives of the study are to know whether the clustering technique can improve students ability in writing descriptive text and also to know how the clustering technique can improve students ability in writing descriptive text. The subject of this study was eight year of MTs Darul Ma'arif class which consist of 30 students in the 2010/2011 academic year. Based on witer's experience when he did the observation in MTs. Darul Falah Cipete, he founds problem , such as classroom activity is still passive, the students do not understand clearly about descriptive text, how to identify descriptive text, and how to describe persons, places and things in English writing. Besides,

the teacher uses grammr translation method in teaching learning which made students felt bored. This study used two cycles because in the last of the research, using clustering technique in teaching descriptive writing can improve their writing ability. The students response showed that they were very interested in learning writing subject, because they found it easier to write using clustering technique. Moreover , the students achievement in the pretest and posttest showed an improvement. The student meaning preliminary study was 49,5%. In the ffirst cycle, the mean score was 64,8 %. Meanwhile the mean score in the second cycle was 74,3%. It mean that there were 15.2% points or 30 % of mean improvements from the students score in preliminary study to the first cycle and there were 24,7 points or 49,8 % of mean score improvement from the students score preliminary study to the second cycle. From this result , the researcher concluded that teaching descriptive writing using clustering technique at eight grade of MTs. Darul Maarif Jakarta can improve their writing ability .

The last is written by Ismatul Maula. She conducted a research on *The Effectiveness of Clustering Technique* in *Teaching Writing of Narrative text at Tenth Grade of SMA PGRI 56 Ciputat.* This research is aimed at finding out the implementation of the clustering technique in teaching writing of narrative text at tenth grade of SMA PGRI 56 Ciputat. It consist of (1) the teaching preparation made by the English teacher, (2) the implementation of clustering technique in teaching writing narrative text,(3) the instructional material used by SMA PGRI 56 Ciputat, and (4) students "achievement in

writing of narrative text. This study is categorized as an experimental research, because it is intended to know the effectiveness of clustering technique at tenth grade of SMA PGRI 56 Ciputat.

Besides this research is included in quantitative research because the researcher used some numercal data which analyzed statistically. The subject of this study is an English teacher and 40 students which were taken from two class of tenth grade (X-1 and X-) X-1 as an experimental class and X-2 as a control class. The technique used in collecting data are observations, documemtations, questionnaires and test. The finding of this study are (1) the teaching preparation made by the English teacher was good, (2) the implementation of clustering technique in teaching writing of narrative text applied well, (3) the instructional material used by SMA PGRI 56 Ciputat was poor and (4) students score after learning writing of narrative text through clustering technique was higher than the students score who learnt without it.

From the five previous studies above, the writer interest in the prewriting technique that has been used in the previous study. Many previous studies used clustering technique for teaching writing. Therefore, the writer gets an idea to do a further research about teaching writing using clustering technique, but the writer will do the technique in different types of text. The writer wants to use the technique in teaching writing of recount text .