

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Frameworks

To avoid misunderstanding in this research, so it is needed theoretical framework to relate this research to the point investigated.

1. The Nature of Writing

Writing skills are complex and sometimes difficult to teach. It requires not only grammatical and rhetorical devices but also conceptual and judgment elements.¹

Then, judgment skill means the ability of person to write an appropriate manner for a particular purpose with a particular audience in mind. Besides, it also involves the ability to select. For example: someone who wants to write a paragraph, can show the characteristic of style of this writing perfectly.

writing is customarily referred to as composition writing that beyond the sentence level, putting together words in grammatically acceptable form and ordering the sentences in appropriate way.²

Consequently, before writing a paragraph, writers should know how to arrange the sentences in grammatical form and know about the reader and purpose.

¹ Kate Grenville, *Writing from Start to Finish: A six- Step Guide*, National Library of Australia: Cataloguing- Publication Entry, 1950, p. 1.

² Joy M. Ried, *The Process of Composition*, Colorado State University: Prentice Hall Regents, Englewood Clift, Second Edition, p. 57.

Thus, it is easy for them to put their idea in written forms. Beside that, they need to establish code of sign that allows people to make sense in writing.

There are some aspects required in writing as follows:³

- a. The students are encouraged to use the grammatical structure, idioms, and vocabulary that they have learned.
- b. The students deal with written form beyond what they have learned to write.
- c. The students involve in effort of expressing idea and the constant use of eye and brain.

Writing involves an organizing writer's thought. It is an integrative process where through out writing the students can describe, argue, interact with word. Therefore to make the paragraph appear perfectly, There are three processes in writing. Pre writing, writing and rewrite.⁴ First pre writing stage is to get clear in mind what your specific approach to the subject should be and how to present the material to a particular reader. Second, writing is stage that works out the material in detail through the first draft. The last one is rewrite and examine what you have done and improve it. Those in terms of grammar, chronological order, spatial or punctuation.

³ Kate Grenville, *Op. Cit.*, p. 31.

⁴ M. Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007, p. 6.

Furthermore, writing activity is integrated. It combines rhetorical structure and verbs tense.⁵ Both of them are related to use part of speech appropriately. Such as: adjective, preposition, verb, articles, clause and etc.

In order to write the paragraph effectively, the English students should be introduced the basic pattern of paragraph. For example: narrative, descriptive, and argumentative. After knowing the patterns, it's easy for them to write a paragraph for specific purpose.

There are some aspects that have great influence in Writing needed, such as:⁶

a. Audience

Audience is one of the most crucial parts in term of writing. A writer, of course needs to communicate the messages, ideas or feelings to readers with a very clear meaning through a means of written communication.

b. Audience Expectation

One of the important aspects that support writing is audience expectation. The writer has to know what the audience need to read. Because all audience have good expectation after they read. They hope after reading, they get one thing that they never know before.

⁵ Joy M. Ried, *Op. Cit.*, p. 68.

⁶ M. Syafi'i, et. al, *Op.Cit.*, p. 110.

c. **Tone**

Tone refers to depiction of writers' attitude toward the subject working with, the choice of words, the use of grammatical structures, and even the length of sentences.

d. **Purpose**

One of the important aspects of writing should have a specific and clear objective. The writer needs to keep in mind the audience, tone and purpose so that the message of the reader receives is that the message intends to convey.

2. **The concept of Clustering Technique**

. Clustering technique is another brainstorming activity that can employ to generate students' ideas.

Clustering technique is a prewriting activity in which the writer free-associates strings of ideas around a central word or idea.⁷ It means that the students may use prewriting activities whenever they need them to get difficulties in generating some ideas and writing again.

Clustering technique is a nonlinier activity that generates ideas, images, and feelling around a stimulus word.⁸ As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Tomplison said that, clustering technique is a prewriting activity in which the

⁷ <http://www.indiana.edu/~lp/ls2.html>. *Clustering*: internet Journal, April 20st, 2010.

⁸ Rico Gabriel, *Writing the Natural Way*, Los Angeles: J.P Teacher, Inc, 1983, p. 123.

writer is free to associate strings of ideas around word or idea. clustering is after the teacher write a word on the board, the students free associate until they have a cluster of words which use to construct a written passage.⁹

Clustering is one activity that you can employ as to generate ideas. Here is to use the technique: write your topic in the center of your paper and then, draw a ballon around it. This is your center or core ballon. Then, write whatever ideas come to you in ballons around the core. Think about each of these ideas and make more ballons around them. So the richest ideas of yours will produce a cluster of ballons.

Clustering technique is an effective visual technique for teaching writing because its help students to generate ideas and clarify their thinking where idea mapping's nonlinear, visual and free form style can help to eliminate barries to creative writing.¹⁰

Clustering is media in teaching writing, can be very meaningful to promote the students' higher proficiency. The function of using this technique is to give direct experience about the lesson so that they can clearly comprehend and keep it in their long- term memory.

Clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called mapping, and diagramming, it is

⁹ Colby and Anita, *Writing Instruction in the Two Years College*, Los Angeles: J.P. Teacher, Inc, 1986, p. 211.

¹⁰ Rozana, *A Study on the Bubble Network System to Develop Writing Ability of the Second Year Students of SMAN 2 Pekanbaru*. 2005. (Unpublished Undergraduate Thesis), p.10.

another effective way to gather information for an essay¹¹. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of descriptive writing.

Clustering also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper¹². This technique is helpful for people who like to think in a visual way. In clustering, writers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas.

Clustering can be useful for any kind of writing. Writer use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writer can use clustering to plan brief section of an essay as they are drafting.

¹¹ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p. 14

¹² John Langan, *English Skills with Readings; Sixth Edition*, (New York: McGraw-Hill Companies, Inc., 2006), p. 25

3. Descriptive Text

1. The definition of descriptive text

Description gives a mental picture of something, usually according to what can be seen, but any impression of their senses-smell, taste, hearing and touch- make description more vivid and therefore more effective location of the person, object or scene being described is usually important in description.¹³

Descriptive text is text that tell to the reader about particular person, place, or thing.¹⁴

Descriptive writing permits you to share your sensual impression of a person, a place, or an object. Descriptive writing writing appeals to a reader's sense-sight, sound, smell, taste, and touch.¹⁵ Descriptive paragraph that illustrate other aspect of informative and persuasive writing. From that statement it is clear that descriptive paragraph or descriptive writing allows people to create what they have in their mind to describe people, places or object that they seen.

Descriptive paragraph you are writing about what a person, place, or thing is like. Sometimes, you may describe where a place is located.¹⁶

¹³ Maclin, *Concept of Paragraph in Writing English*, New York: Regent Company Publishing. Inc, 1994, p. 33.

¹⁴ Putra Nugraha, *Cakrawala Cakap Kreatif dan Berkualitas*, Surakarta: Jawa Tengah, 2011, p. 5.

¹⁵ Iroyka Quitman Lynn, *Handbook for Writing*, New York: Prentice hall. Inc, Englewood Cliffs, 1987, p. 81.

¹⁶ Aladin, *English Paragraph Writing Reader and Exercises*, New Jersey: Von Hoffman Press, 2002, p. 65.

These are the words that can help you to write good descriptive text:

1. Properties

a. Size

Example : polar bears are big in size.

b. Colour

Example : polar bears are usually white in colour.

c. Shape

Example : polar bears have the special shapes.

d. Purpose

Example : the purpose of the polar bear's fur is to keep it warm.

2. Measurement

a. Length

Example : the length of polar bear's claws is 20 cm.

b. Width

Example : the width of polar bear's head is about 50 cm.

c. Weight

Example : the weight of polar bear's is about 650 kg.

d. Speed

Example : polar bear can swim at a speed of 40 km per hour.

3. Analogy

a. Is like

Example : a polar bear is like other bear.

b. Resembles

Example : a polar bear is resembles bears in shape.

4. Location

a. In

Example : most of the hand made slippers is located in Cibaduyut.

b. Above

Example : the ceiling is above us.

c. Below

Example : the shoes is below table.

d. Beside

Example : she stands beside the tree.

e. Near

Example : the telephone is near the TV.

f. North/ East/ South/ West

Example : Batam is located in the south of Singapore.

When begin to write descriptive text, a writer must pay attention to the text organization of description, so the readers, identification consist of identify of phenomenon to be described in paragraph. Description consist of parts, qualities, and characteristics to be described by the writer.

Descriptive paragraph fall into two board categories, they are objective and subjective.¹⁷ Objective paragraph describes the topic in a literal, impartial way. As much as possible, the writers' feelings are not revealed. These type of paragraph tend to include words that don't convey a high degree of emotion.

Subjective paragraph, on the other hand, communicate the writer's opinion; their intention is to evoke from the reader an emotional response, among other thing. These type of paragraph is word charged with some emotional tone and clear-cut attitude.

2. Purposes of descriptive text

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

¹⁷ M. Syafi'i, *Op. Cit.*, p. 43.

PURPOSES OF DESCRIPTION¹⁸

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

¹⁸ Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 143

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

3. Kinds of descriptive text

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

a. Description of a people

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

1) Identification

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

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although

impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.¹⁹

3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.²⁰

b. Description of a place

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

¹⁹ Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (HARCOURT BRACE JOVANOVIICH, INC., 1976), p. 150

²⁰ Michael E. Adelstein and Jean G. Pival, *op.cit* p. 151

being described. And the arrangement of the details in your description depend on your subject and purpose.

c. Description of a things

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

1) Using Proper Noun

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

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.²¹

²¹ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.69

4. The structure and example of descriptive text

The generic structures of a description are as follows:

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

The generic features of description are:

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.²²

The factual description scaffold

1. A general opening statement in the first paragraph
 - a) This statement introduces the subject of the description to the audience.
 - b) It can give the audience brief details about the when, where, who, or what of the subject.

²² Santi V. Buscemi, *Op. Cit* p 267

EXAMPLES OF DESCRIPTIVE TEXT

a. Description of Place.

My Room

My dormitory room, on the second floor of asrama Daksinapati, is small and crowded. The blue walls and rather yellowish ceiling make the room seem dark, and it looks even smaller than it is. My bed occupies half of the room. The two windows over the bed are covered with heavy blue drapes. Against the wall on your left is large bookcase, which is crammed with paper, books and other things. Between the bookcase, and the wall opposite the bed is a small desk is covered with small posters of my favorite rock singers. On the right hand side of the room is a narrow closet with clothes, shoes, badminton racket, and boxes bulging out of its sliding doors. Can you imagine how dreamful my room is? It is like living in a closed.

b. Description of person.

Karmila

Karmila is as beautiful as any Indonesian film stars. Her thick, wavy, long black hair gracefully falls down to her shoulders and surrounds her beautiful, diamond shaped face. A golden suntan usually highlights her smooth, clear complexion. Her slightly arched dark brown eyebrows. Her eyes are large, with thick eye lashes. Her nose is straight and neither too long nor too short. A small black mole on the left side of her mouth adds to her beauty. And her mouth is small and looks delicate and feminine. Her lips are rather

thin, but not too thin; her like pink lipstick adds another touch of feminim beauty. When she smiles, which is often, her well-formed and even white teeth bighten up her whole face. There is nothing but extraordinary beauty in the place of Karmila.

5. The application of clustering technique in writing descriptive text

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them. To begin, take a fresh sheet of paper and write a general subject in the center. Then circle the world. Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.

In clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics. Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students-generated suggestion) jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the writer sees as each new thought emerges. Complete cluster can

look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.

B. Relevant Research

In order to ensure the advantages of clustering technique the writer has find out relevant researcher of using clustering technique in improving writing. It can be seen from one previous below:

1. Kurnia Budi Yanti, she focused on using clustering technique in writing narrative text. The title of her research was “The Application of Clustering Technique in Writing Narrative text by the Third Year Students of SMAN 1 Tambang Kampar”. After she applied Clustering technique in writing narrative text, the students’ scores increased 10,01 % or 14,26%. In this case, the writer focused on the use of clustering technique toward students’ writing ability in descriptive.
2. Rozana, she focused on using clustering technique in writing descriptive paragraph. The title of the research was “A Study on the Use Buble Network System to Develop Writing Ability of the Second Year Students of SMAN 1 Perhentian Raja Kampar”. After she applied the clustering technique in writing descriptive paragraph, the students scores increased

9,17 or 11,46%. In this case, the writer focuses on the use of clustering technique toward students' writing ability in descriptive text.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. This research is going to be conducted to know the effect of clustering technique as the independent variable (X) and students' writing ability in descriptive text as the dependent variable (Y). To measure each variable the writer identifies them in some indicators as follows:

1. Clustering Technique (X Variable)

- a. Teacher chooses one topic and asks the students to think the questions based on the topic
- b. Teacher asks the students to complete paragraph of descriptive.
- c. Teacher asks the students to think what they want to write especially in descriptive text.
- d. Teacher asks the students to write descriptive text by using clustering technique

2. Students' Writing Ability (Y Variable)

- a. The students are able to write their essay based on the generic structure in writing descriptive text.
- b. The students are able to use good grammar in writing descriptive text.
- c. The students have many vocabularies in writing descriptive text.

- d. The students are able to use coherence and cohesion to make sentences correctly in writing descriptive text.

D. Assumption and Hypothesis

1. Assumption

In this research, by considering a lot of explanation and relevant researchers about clustering technique above, the writer assumed that the better applying clustering technique, the better writing ability of the second year at SMAN 1 Perhentian Raja will be.

2. Hypothesis

Based on the assumption above, hypotheses of this research can be stated as follows:

a. The Nul Hypotheses

H₀: There is no significant effect of using clustering technique on students' ability in writing descriptive text of the second year students at SMAN 1 Perhentian Raja Kampar.

b. Alternative Hypotheses

H_a: There is significant effect of using clustering technique on students' ability in writing descriptive text of the second year students at SMAN 1 Perhentian Raja Kampar.

c. H₀ (3)

There is no significant difference of pre-test and post-test mean scores of experimental class of the second year students at SMAN 1 Perhentian Raja Kampar.