

Chapter Two

Review of Related Literature

Writing

Writing is an important language skill that must be mastered by the students. The reasons are the students need to know how to write letters, how to reply to advertisements-and increasingly, how to put written report together, and how to write using electronic media (Harmer, 1998). He adds that punctuation, construction, are some of writing's special conventions that are needed for the students to know how to pronounce spoken English appropriately. Those can be used in the future for the students.

Writing is a process to develop ability to think explicitly about how to organize and express thoughts, feelings, and ideas in way compatible with wished readers' expectations (Kern, 2000). Meanwhile, according to Celce (2000) writing is production of written words that results in a text but the text must be read and comprehend in order for communication to take place. It can be concluded that writing is a process done by someone to express and organize thoughts, feelings, and idea to other people in written form.

Writing is used to deliver message. But it will be not extended well if the students get obstacles like limited idea and time in writing. So, they need some aspects like information and task information that important to understand clearly about any topics detail that the teacher gives to them, language that offering them phrases and part of sentence, ideas, and pattern and schemes (Harmer 2004). The

students will grow more quickly when they feel confident about expressing their ideas.

Format of writing

Writing has several formats. Palmer (1994) mentions the writing formats are reflective, documentaries, expressive, artistic, informative, and persuasive writing.

Reflective writing is used as a reminder the assignment or homework in the note and keeps in list's friend of telephone numbers. The other format is documentaries writing which in complex composing skills did not be required. Meanwhile to communicate with other most often uses expressive writing. The other format is artistic writing which includes short story, a tall tale, poem or an essay. This kind of writing is not as formal as informative writing. Informative writing is used to deliver information such as report, business letter or memo. In the other hand, to persuade can persuade / influence the other like advertisement, job application letter, consumer complaints and letter to the editor uses persuasive writing format. Those formats are used in different kind of writing based on the aims.

Process of writing

The writing process is the stage a writer goes through in order to produce something in its final written form (harmer, 2004). I do not to know the process of writing, but also need to apply these processes to the works. It will help me to organize idea logically.

Harmer (2004) suggests that the process of writing has four elements; planning, drafting, editing, and final version. According to Blanchard and Root

(2003) prewriting, writing, and revising are the writing process. Meanwhile Hadfield (2008) defines that there are several stages of writing process that each of which practices a sub-skill important. They are brainstorm ideas about what to write, choose ideas and group them under headings, order the ideas and plan the structure, write rough notes to expand each idea, write a rough version or draft, pass it to another learner for feedback, edit-read through, rewrite, and correct. Heinemann cited in Palmer (1994) states that there are six stages of writing that will be more explained as follows:

Prewriting. A few individuals can write in one go or directly. They are able to sit before a blank page or screen, confidently expecting words to come, and find they do. But the other individuals would find the page still obstinately blank at the end of the writing session. It is better for them to take a prewriting. (Palmer, 1994) states that prewriting is the process before a single word at the same time a writer decides to write about something where the aim is to generate ideas, thought, and images and to plan for writing. This stage is useful for the students in helping them deeply and personally involved in the process of writing.

Blanchard (2003) explains that brainstorming and clustering are the ways to warm up before writing. Meanwhile Rozakis (1999) defines that there are several types of prewriting such as keeping an idea book, listing, webbing, making visuals, 5W and 1H, free writing, and reading. Keeping an idea is type of prewriting which is used as a place to store the ideas and let them incubate. The other type is listing which allows me to come up many ideas fast because it is words, not sentences or paragraphs. The next is webbing that can be called

clustering or mapping is a visual way of sparking ideas for subjects. The similar type is making visuals. This visual format is used to generate idea. Meanwhile, 5W and 1 H (*Who, what, when, where, why, and how*) is the asking question that force me to approach a subject from several different angles. It is useful for starting highly detailed paper. The other type is free writing. It can jog the writer's memory and releases hidden ideas. In this way, I am not necessary to heed about spelling, punctuation, grammar, or style. It is allows the writer to free write more quickly. The last type is reading which help the writer come up with topics. Those types of prewriting help writer to generate idea easily.

Drafting. This is the stage of writing process that most people think of as “writing”. At this stage, a writer may struggle to craft words into sentences, paragraphs, and sections. The writer's concern at this time is in selecting and organizing ideas.

Sharing. Achieving mental distance of the writer from a piece of writing. After I read it, listener gives comment and question to help me clarify the piece of writing to audience.

Revising. Developing or rethinking the paragraph or sentence is the part of this stage. It is involving clarify the meaning, reorganizing information, and rearranging what is written or substituting another way of saying something.

Editing. Completing the writing by focusing on conventions of language like the structure, punctuation, spelling and syntax are analyzed and corrected. This stage is as opportunity to the writer to establish piece of writing if it meets their standard.

Publishing. There are some varieties where the students can publish their writing work like class book, individual book, newsletter, bulletin board, etc. not all of the writing works need to be published in polished form, but student should have opportunity to celebrate it.

From the definition above, we can conclude that writing process is complex that is started at beginning from prewriting until finishing at publishing. It is not difficult activity if the students try to write continuity and know how to write well.

Genre

Genre is culture specific and has been associated with the particular purpose, particular stage, and particular linguistic feature (Gerot and Wignell, 1994). It is a particular text type which has particular purpose stage and linguistic feature.

Yusak (2004) defines kind of genre such as spoof, recount, report, analytical exposition, news item, anecdote, narrative, descriptive, hortatory exposition, explanation, discussion, reviews, and procedure text. Spoof is a text which retells an event with a humorous twist, recount which retells events for the purpose of informing or entertaining. Meanwhile report describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The other text is analytical exposition which persuades the reader or listener that something is the case. Another exposition is hortatory exposition which persuades the reader or listener that something should or should not be the case. The other text is news item which informs readers, listeners or viewers about events of the day which are considered newsworthy or important. The next

is anecdote which shares with others an account of an unusual or amusing incident, narrative which amuses, entertains, and deals with actual or vicarious experience in different ways. This genre deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Meanwhile descriptive text describes a particular person, place or thing. The next is explanation which explains the processes involved in the formation or workings of natural or socio-cultural phenomena. The other is discussion which presents at least two points of view about a issue. On the other hand, reviews critiques an art work or event for a public audience such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets. The last text is procedure which describes how something is accomplished through a sequence of actions or steps. Those kinds of text have different social function and grammatical features.

Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing. (Gerot & Wignell: 1994)

Generic structures. The term schematic structure simply refers to the staged, step by step organization of the genre. The generic structure is important to a differentiate text with the others.

The divisions of generic structure according to Hammond (1992) are Identification and Description. Identification is identifying phenomenon to be described meanwhile description is describing parts, qualities, characteristics, etc.

Grammatical feature. Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

Differentiating grammatical feature of each genre determines of what kind of the text recognized. The significant grammatical features of descriptive text are it focuses on generic human and non human participants. It includes specific participants (My English teacher, Andini's cat, My favorite place), simple present tense, descriptive adjectives (strong legs, white fangs), detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur), action verbs 'Material Processes' (It eats grass, It runs fast), adverbials to give additional information about behaviour (fast, at tree house), and Figurative language (John is as white as chalk.)

Clustering Technique

Clustering is also called as semantic mapping, based on Palmer (1994) that it is visual representation that can be used to help me to generate, clarify, expand and organize idea. Blanchard (2003) claims that clustering visually shows the idea that are connected using circles and lines.

Based on those statements, I can conclude that clustering is another visual way of prewriting activity that can be used by students to develop, expand, organize, or stimulating ideas and finding direction in writing easily by using

circles and lines. That way can support the planning of the students for writing that can provide a concrete way to organize idea what to include in writing.

Clustering can help to enhance the creative power for the students. It is a tool that can tap into the right brain, which drives creativity. He adds the fresh idea and original insight are generated in right brain. It is useful for the students to improve their concept to facilitate thinking.

Process of clustering technique

There are five steps to create clustering (Blanchard 2003); first, writing nucleus or topic word in center of blank paper then drawing circle around it; second, writing down each idea or new word that comes to mind, circling those; third, connecting it with line, writing more ideas in circle near the new ideas; fourth connected them, the idea is to let thoughts run quickly without editing, censoring, or worrying about proper sequence, and the last step is repeating the process if there is more idea that must be explore.

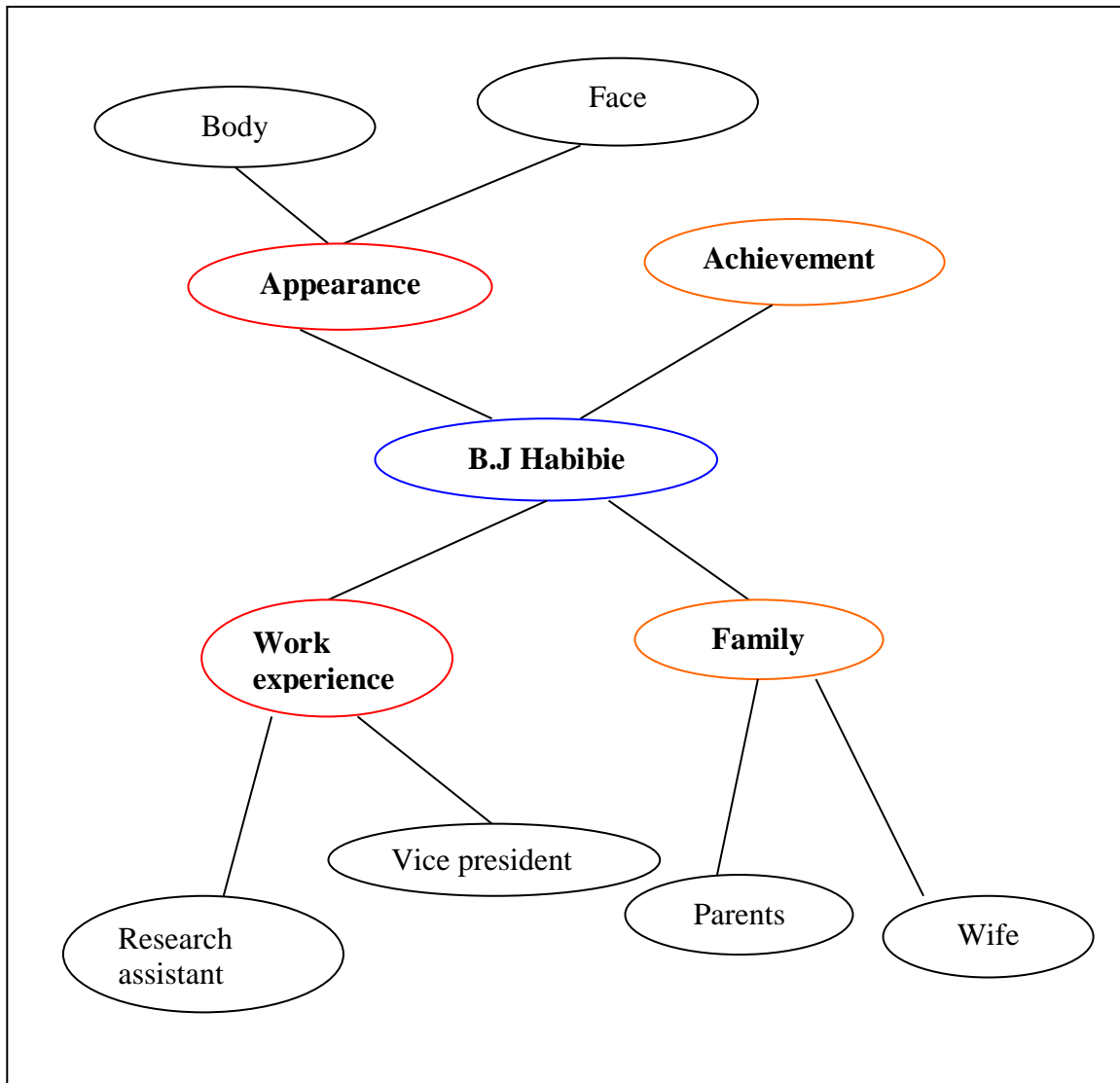


Figure 1. The example of clustering of writing descriptive text

By using clustering technique the students can gather information, and then choose some or all of the information to create the text. It can also improve writing skill that used to facilitate thinking in classroom as a stimulus.

Using clustering technique in teaching descriptive text

The judgment of writing that is difficult is caused by the students cannot gather and explore their idea on topic that as we know exploring idea in making

text is important to get the good writing. It is the duty for the teacher to help the students.

The teacher has to be a facilitator to the students in writing activity successfully. The teacher needs to be able to suggest ideas to help the students when they get stuck. The teacher has to throw out suggestion without crowding out the individual students with too much oppressive detail.

Descriptive text is one of genre taught for vocational high school in the tenth grade students. This text has a goal to describe a particular thing, person, and place (Gerot & Wignel: 1994). Previously, gathering and exploring idea in describing something are hard to do for the students. The use of clustering in teaching writing descriptive text is actually meant to help the students to express their thought and idea of what they are going to write. Clustering can be do by older students what drawing a picture does for young children (Bromley cited in Palmer (1994). So, it is appropriate to apply for the vocational high school in 2013 curriculum especially for the tenth grades students.

The use of clustering can make the students interested and motivated by visual representation. The exercise will begin with the teacher gives an issue. Then the teacher asks the students to tell everything about the issue; it can be helped by showing the picture related the issue. When the students deliver the idea, the teacher makes a clustering based on the students' ideas at the same time. Through the clustering, it gets many ideas and the explanations that are caught and be organized well in a short time. After that, the students get the model of text. Here, they know the final work of written text. To understand the meaning of

each paragraph of the text, the teacher and the students discuss to make clustering based on the text. Starting from first paragraph, the students can get the main idea that it is put on the center of paper. In the next paragraphs, they draw circles around the circle of center then connect them with line. By using clustering, the students can also establish the social function and generic structure. They can guess the topic is on the center, and the other circles that around center are the description. Then, from the whole of clustering, they can decide the social function. After understanding all about how to write descriptive text, the students have to make a text in pairs by using clustering. They can discuss with their friends in generating idea and composing a text. The last, the students have to compose a descriptive text individually.

In the final aim of teaching writing descriptive text by using clustering is the students are hoped to be able to compose a well organized written text with appropriate vocabulary, good generating ideas, and correct pattern.

Guiding Questions

Guiding question is the other way to discover and explore initial ideas about a subject. It helps writer to get ideas. According to Mogahed (2013) the guiding question which is the way of coming up with a topic uses journalist' question. Journalism refers to very simple questions: Who? What? When? Where? Why? How? By answering these questions, journalists can be certain that they have provided the most important information about an event, issue, or problem to their readers. These questions are also useful for writers when describe or write an informative essay. As with the exploded moment, this technique allows writers to

provide all of the important and specific details of a situation. Answering these questions initially does not seem very hard. However, it is precisely when I have difficulty answering a "why" that a real paper is beginning. Learners focus upon audience as they consider what the reader needs to know. The answers to these questions will form the basis of the composition. Thus, the journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice.

Review of Related Research

Prior to the implementation of the study, a previous study was conducted. The previous study was set by Devi (2007) from State University of Malang, entitled "Using Clustering Technique to Improve the Senior High School Students' Abilities in Generating Ideas for Writing Analytical Exposition. The purpose of the study was to know how clustering technique can improve the students' ability in generating ideas for writing analytical expositions". The study was classroom action research covering one cycle which consists of four meetings conducted in a single classroom containing 30 students as the subjects of the study. The instruments used to collect the data are observation, checklist, field notes, and a writing task. Finally, the findings of this study show that the students' participation increased, and it was followed by the improvement of the students' achievement in writing.

The present study set at *SMK Wisudha Karya Kudus* is different from Devi's final project. First, her purpose of the study was to know how clustering technique can improve the students' ability in generating ideas for writing analytical

expositions meanwhile my purposes are to find out ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2014/2015 who are taught by using clustering, to find out the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2014/2015 who are taught by using guiding question, and to find out whether there is a significant difference between the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2014/2015 who are taught by using clustering and using guiding question. Second, she conducted action research in single classroom containing 30 students as the subjects of the study meanwhile I conduct experimental research in two classrooms containing 38 students (experimental group) and 38 students (control group) as the subjects of the study. Finally, her instruments to collect the data were observation, checklist, field notes, and a writing task meanwhile I use written test.

Hypothesis

Ho: There is no significant difference on the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic 2014/2015 taught by using clustering technique

Ha: There is a significant difference on the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic 2014/2015 taught by using clustering technique