CHAPTER II

STUDENTS' WRITING ABILITY BY USING

CLUSTERING TECHNIQUE

A. **The Nature of Clustering Technique**

1. **Definition of Clustering Technique**

Clustering is kinds of prewriting technique. It was used as a way to think about connects the most general ideas into specific details. There are a lot of definitions about Clustering Technique by experts. According to Blanchard and Root (in Alawi 2011: 27), they defined that "Clustering is another prewriting techniques. It is a visual way of showing how your ideas are connected using circles and lines". This technique gives benefit for students who like to think in a visual way. In apply clustering technique, the writers can use lines, boxes, arrows, and circle to show the relationship among the ideas that they write about.

McLean (2012:390) defined that Clustering Technique is a ways to discover the interesting connection between topics to specific sub-topic. In addition, Porter and Hemacki (in Marzelia 2014:12), states "Clustering is the way to classify the ideas and share into a piece of paper by making the connection with the core of the idea." Then, Steele and Steele (1991:42), states clustering is a powerful technique which allows students to discover what they think about a subject.

Furthermore, Proett and Gill (in Richards and Renandaya, 2002:316), they defined that "Clustering is a simple yet powerful technique. It is visual characters seems to stimulate the flow of association and particularly good for students who know what they want to say but just can not say it."

It means Clustering Technique can be applied in developing students' ability in writing descriptive text. Making a cluster diagram is the best way and very helpful for a person who has brains that works best visually, a cluster diagram might be a user-friendly (Grenville 2001:11). Based on the definition from the expert, the researcher concluded that clustering technique is teaching techniques that help the students to generate their ideas, begin with the most general ideas into specific one. Then, clustering is kinds of interesting prewriting technique that helps the students discovered and developed their ideas using visual connection such as lines, boxes, circles, on each idea written.

2. **Steps of Clustering Technique**

In the using of clustering technique the researcher begin with the write the subject in the centre of a blank sheet or paper. Then, put the some idea in boxes or circles around the subject and draw lines to connect them to each other. According to Axelord and Cooper (2004:563) there some step in clustering technique. The clustering technique works as follows:

1) In a word or phrase, write the topic in the center of a piece of paper. Circle it.

2) Also in a word or phrase, write down the main parts or connect them to the topic in the center.

3) The next step is to generate fact, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.

Then, Annendele *et al* (2013:215), stated that some procedural to conduct Clustering Technique as follow:

1) Have students write the name of the topic, using a word or phrase, in the middle of a page and draw a heavy circle around it.

2) Provide time for students to look at the word or phrase and write another associated word close to the centre circle.

3) Encourage students to continue adding to the associated word in a string leading out from the centre. They should do this until all options are exhausted.

4) Students then look at the centre word again and produce another string of words related to a new topic.

5) Ask students to continue with their sub-topic strings until they have no more ideas.

6) Prompt students to review their clustering to begin composing their text.

Furthermore, Steele and Steele (1991:42) described about some steps of Clustering Technique as follow:

1) Begin with a blank sheet of paper. Write the point of words in the middle of the page then circle it.

2) Next, start write whatever associations come to mind related with the word topic.

3) Continue with connect associations and ideas based on word topic. It is about one or two minutes. Write more words without worrying of the correct or not.

4) If getting stuck, think until you are sure you have all the ideas out.

Based on the explanation above, the researcher chooses some steps from the expert in applying Clustering Technique. The steps as follow:

1) In a word or phrase, write the topic in the center of a piece of paper. Circle it.

2) Ask students to continue with their sub-topic strings until they have no more ideas.

3) The next step is to generate fact, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.

4) The students generated any details of their clustering patterns into short paragraph.

3. Advantages and Disadvantages of Clustering Technique

There are some advantages and disadvantages of clustering technique. The advantages of clustering technique such as can encourage the students to think and also can make the students motivated to write a good paragraph. Besides that, this technique also have disadvantage like a taking longer time than usual. According to Eramona and Al Hafizh (2014:79) there are some advantages and disadvantages of using clustering technique in writing descriptive text as follow:

a. **Advantages of Clustering Technique**

1) This technique is helpful for the students to develop and organize their ideas systematically. This technique also encourages them to think in English because it can stimulate them to deliver their ideas in written form.

2) By using clustering technique students will be motivated to write a good paragraph, especially a descriptive text, because this technique is interesting

3) Clustering technique can clearly show what the students think. So their ideas will appear clearly

4) This technique is easy to be applied by the teacher. The teacher can be applying it without using a lot of teaching media.

Based on the explanation above, it can be concluded the Clustering Technique could encourage the students to write.

This technique could be used as the ways of collected many words which needed in the writing text. Then, it also made the students more fun in the learning process. By using this technique they can imagined more ideas about their topic used any shapes or patterns.

b. **Disadvantages of Clustering Technique**

1) It is not good technique when it used to write an essay writing which have a long paragraph. To overcome this advantage the teacher only gives the students short text.

2) Sometimes the students are confused how to use it because the students confused where to start writing. To overcome this advantage, the teacher should give the clear explanation and guidance to students so that they were not confused in practices using the technique

3) The students sometime ignored the grammatical aspect. To overcome this advantage, the teacher is needed to control the students how to use the correct grammar as well. Then, the teacher were should took attention to the students during conduct writing.

4. **The Teaching Procedures of Clustering Technique**

The use of teaching procedure in this research was used as the guidance for the teacher to the several stages of teaching and learning

activity. As cited in Styati (2010:34), stated the teaching procedure of Clustering Technique were as follows:

a. Pre-Writing

The researcher write the theme on the whiteboard, the teacher introduce students to determined the topic first that would be described. Then, draw a sample of cluster; the teacher give students some examples how to conduct clustering. Next, give the example of descriptive text based on the cluster.

b. Whilst-Writing

The researcher asked the students to make a short paragraph of descriptive text by clustering by their own. The students individually choose a certain themes give by teacher. Then, the students starts write describe about things that they have chosen.

c. Post-Writing

The teachers asked the students if clustering technique helps them in writing text. The teachers give students opportunity to ask about their difficulties in writing descriptive text by Clustering Technique. After that, evaluate the students' writing product.

Based on the teaching procedure above, the researcher involves some stages of the teaching procedure in using Clustering Technique. The teaching procedures are follows:

1) Pre –Teaching Activity

   At this stage, the teacher greets the students, check the students' attendance list, and lead and motivate the students to focus on learning process.

2) Whilst Teaching Activity

   a) The teacher asked to the students to remind the students about descriptive text

   b) The teacher shows the example of descriptive text. while explain about definition, purposes, and generic structure of descriptive text

   c) Then, the teacher asked the students to make a descriptive text then discuss it together about grammatical aspect, spelling, punctuation, etc.

3) Post-Teaching Activity

   a) The teacher gives the students opportunity to ask the material that they have studied.

   b) The student prepare the paper to do the task

   c) The students write the descriptive text

   d) The students submitted the paper

   e) The teacher give the feedback about teaching writing descriptive text

B. **Nature of Writing**

1. **The Definition of Writing**

Writing is an activity of using the language to express the writer ideas, feeling or desire in the written form. Writing is important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to other. According to Hyland (2009:9) mentioned that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.

Richard and Renandya (2002:347) stated that" writing is the most difficult skill for second language learner to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text." it means that in writing activities, the students are not only about delivering their ideas to others but the students also requires to master the grammar, vocabulary, capitalization, and punctuation.

According to Brown (2000: 347) stated "writing is composing process and usually requires multiple drafts before an effective product is created." The writing always dealing with the process. This process involves some stages of thinking activities in which the writers have to transform their ideas into the written coherently. As Zemack and Rumisek (2003:3), describe the writing process goes through several

steps are as follows: prewriting, drafting, reviewing and revising, then rewriting. In addition, Oshima and Hogue (2007: 15) states, the writing process has four steps. "In the first steps, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions." It means that, top created the writing the students must across some series activities. Those steps are important as the guidance for the writer to make their writing product as well.

From some of the theories above, the researcher conclude that writing is a complex process that allows the writers to explore their thoughts and ideas into type in form sentences in other to be good sentences in a paragraph through follow step in writing and also they are requiring to learn spelling and grammar, they are relating to the correct use of words in a well sentence form.

2. **Aspect of Writing**

Learning of writing is not easy as students think, so many things that students need to know and learn well in writing. One of them is students need to know the aspect of writing. The aspect of writing such as grammar, mechanical and organization. According to Heaton (1988:135), there are some aspects of writing, they are;

a. Language use (Grammar)

Language use is the ability to write correct and appropriate sentences in a language for changing the form of words and joining

them into sentences. Make sure that the words and phrases used clearly express intended meaning. The wrong word, too many words, and vague generalities will all undermine the overall impact of writing.

b. Mechanical Skill

The ability to use the correctly those conventions peculiar to the written language, e.g. punctuation, spelling. Writing is a necessary and important area of literacy that supports comprehension, critical and creative thinking across content area.

c. Treatment of Content

Treatment of content is the ability to think creatively and develop thoughts, including all irrelevant information. In writing very important to have the ability to think and develop the idea to make a good paragraph.

d. Stylistic Skill

Stylistic skill is the study of style and the methods used n written language. It is also the ability to manipulate sentences and paragraphs, and use language effectively;

e. Judgment Skill

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

There are some aspects by Heaton that have explained before. The aspects such as language use, mechanical skill, treatment of content, stylistic skill and judgment skill. Language use is the ability to write correct and appropriate sentences, mechanical skill is the ability to use correctly convention, treatment of content is the ability to think creatively and develop their idea, and stylistic skill is the ability to manipulate the sentences and then judgment skill is the appropriate manner to write particular purpose. All lot of the aspects is very important to be learned by the students especially in writing skill. Brown (2000:357) also stated that there are some aspects of writing, they are:

a. Content

Content includes thesis statement, related ideas, and development of ideas through personal experience, illustration, facts, and opinion. Content is telling us how clear the students develop their idea related to the topic. Wilbers, n.d states "Good writing is involves focusing on topic, manageable idea, and argument. It includes selecting subordinate ideas that support and reinforce central idea." It means that, the students should be explained the main idea as clearly.

b. Organization

Organization in the writing refers to the way in which element of a text are arranged to match its purpose. Ideas are the most important parts of a piece of writing. According to Starkey (2004: 2), states that the organization idea lets the writers to see how they developing their ideas fit with the framework. Then, Blanchard and Root (1994: 1) states that," organization means dividing your ideas into groups and putting them in a logical order." Means in a writing process, ideas is benefits in order to explain more details about topic.

c. Grammar

When does writing the students should consider in using grammar, the grammar have influence if the students want to write. According to Annendele *et al* (2013:183) "Grammar refers to the rules and systematic relationships that are used to organize a language and its meaning." It is use to avoid confusing the reader about the text. it means that if the grammar mussy so the writer would be can not transfer a clear information to the readers.

d. Vocabulary

Vocabulary is important aspect in writing, without many vocabularies we can get difficulties in writing. By writing many vocabularies would help the readers to explore more deeply about what the writer is telling about. In line, (Wilbers, n.d) states

through more explanations make the ideas and information of the text presented meaningful and memorable for the reader.

e. Mechanical

The mechanical include such as; spelling, punctuation, and capitalization.

1) Spelling

Spelling is refers to how the ways of the writer spelled correct word. According to McLean (2012:185), spelling one of the essential aspects of a good writing. It use as the rules of how to describe the sounds of words or sentences in written form.

2) Punctuation

Punctuation is used to make a sense, clarity and stress in sentences. Annendele *et al* (2013: 185) states "punctuation is the use of certain marks to breaks words into groups to clarify the meaning and make the writing readable. It helps the readers to understand the states of mind of the writer.

3) Capitalization

The capitalization refers to how the writer uses the capital letter on their writing. According to Starkey (2004:52) "capitalization is necessary both for specific words and to star sentences and quotes.

Based on the aspects above the researcher choose some aspect that are very important in teaching writing, they are organization, content, language use, mechanical, and vocabulary. Moreover, the researcher put the aspects of writing above in the scoring rubric, to know the students score in writing.

C. Descriptive Text

1. The Nature of Descriptive Text

Descriptive text is a part of factual genres which say what a person or a thing is like. Descriptive text consist of the detailed importation of various component about topic provided (Annendele *et al*, 2013:39). In line, Zemach and Rumisek (2003:25) defined that "a descriptive paragraph explains how someone or something look or feels." It can be concluded that the description in writing is the process of how the writers visualize their though words. Besides that, description writing also used to inform readers about ho something or someone looked or persuade an readers to see something from the writer's point of view. Description is telling the readers about what the writer imagine, they visualize about a scene, person tastes or experiences to make reader understand a sensation or an emotion that being described.

2. **The Generic Structure, Language Features and Example of descriptive Text**

The descriptive text has two generic structures. They are identification and description. In addition, Wardiman (in Sari 2014:25) states that the two generic structures of descriptive text as follows: a) Identification: which identify phenomenon to be described and b) Description: which describes parts, qualities and characteristic. As cited in Prabowo (2014), he states that the structures of the descriptive text are as follows: 1) Identification: introduce a particular person or thing or place and 2) Description: describing physical appearance, quality, behavior, etc.

Furthermore, Annendele *et al* (2013:38) mentions that the generic structure of descriptive text as follows:

> "1) Classification or generalization: this part may refer as heading topic to be described such as main courses or definition of the subject, 2) Description: consist the detailed description of various components of the topic is provided, and 3) Concluding or summarizing statements: this part may include an impersonal evaluative comment."

Based on the explanation before, it can be concluded that the descriptive text has two main parts. It consists of identification and description. Identification consists of opening or the general statement by the writer. Which introduce the subject of the description to the readers. Besides, it can give the readers brief details about when, where, who, or what of the subject described. Then, Description consists of detailed description about the subject, where on each

paragraph the writer describe about feature or characteristic of the subject. The description can be physical appearance of the subject, the qualities of the subject, or the other characteristics of the subject which like the specific behavior of the subjects has. According to Anderson (in Sari 2014:23), language feature that used in descriptive text are: a. Verb in the present tense, b. Adjective to describe the features of the subject, d. Topic sentences to begin paragraphs and organize the various aspects of the description.

Example of Descriptive Text

My Best Friend

Identification: I have a lot of friends in my school, but Dinda has been my best friend since junior high Scholl. We don't study in the same class, but we meet t school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Description: Dinda is good looking. She is not to tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual, T-shirt and sneakers. Her favorite t-shirt are those in bright colors like pink, light green and orange. She is always cheerful. She is also friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She like to share her thought sand feelings to her friends. I think that's why many friends enjoy her company. I'm really glad to have a best friend like Dinda.

The example above showed that, the descriptive text exactly has two major of generic structures that are identification and description. Reviewed from the paragraph above, the identification of the paragraph above was the writer tried introduced to the reader about

subject that would be described such told the name, etc. Then in description, the writer was described more about the physical appearance and hobbies of the subject.