CHAPTER II

WRITING SKILL IN RECOUNT TEXT BY USING KEYWORD CLUSTERING

A. Keyword Clustering

1. Keyword Clustering in TEFL

In teaching English as foreign language, the teachers' role is not only as facilitatorto deliver teaching material to the students but they must be able to conduct and guide the teaching learning activity. Besides, teaching is a process of giving information and knowledgeto the students. According to Brown (2000:7), " Teaching is showing or helping someone to learn how to do something, giving something, guiding in the study of something, providing with knowledge, causing to know or understand. It is like a transfer knowledge from teacher to students.

Keyword clustering is one of the techniques to teach english as foreign language in writing class and it can make students easier to write down well. Besides, keyword clustering is a process of prewriting like brainstroming to make students more understand in writing recount text because writing needs extra work to write well. Gity (2001:299) states that writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire." Based on this condition, teacher should find the suitable

technique to teach students based on the topic in learning English as foreign language.

Furthermore, keyword clustering is a visual way to show the ideas and connected by using circle and lines. According to Meyers,(2005:6-7) in Nayyiroh (2011:15) there are three tips for keyword clustering :

1) Write the topic in the middle of the page and then circle it.
2) Write related ideas around the circle as they circle as they occur to you. Circle the ideas, and connect them to your subject circle. The related ideas are like branches.
3) Add more branches to the subject circleor to the related ideas as they occur to you. Keep writing, circling, and connecting until your paper is filled.

It means that the steps or tips in this activity can help students to start the writing activity from the new expectation words and develop them in a circle form.

Based on the explanation, Keyword clustering is a technique that suitable for teaching writing skill in recount text. Keyword clustering is one of tecniques of brainstroming, the students write down the keyword or phrases relevant to their topic of interest. By applying keyword clustering the students can generate the ideas related to writing topic easily.

2. The Nature of Keyword Clustering

Keyword clustering is used to refine something that makes sense and gives better organization of information that can make writing process is done easily. Hogue (1996:91) stated that keyword clustering like listing is another way to get ideas to write about something and write them in circle or bubles, around the topic. It means that keyword clustering is writing technique to develop their ideas and write the words or phares in circles or bubbles. Based on the theory, it can be concluded that keyword clustering is a strategy to stimulate the students for developing their idea that is difficult to say.

Dawson and Essid (2010:1) state that keyword clustering is a type of prewriting that allows learners to explore many ideas as soon as they occur to the learner. Like brainstroming or free associating, keyword clustering allows learners to begin without clear ideas. So, it can be concluded that keyword clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The students can do it on their own or with friends or classmates to try find inspiration or idea.

Hariani (2013) stated that keyword clustering is done in pre-writing where it can help the problem of writing by using some words as a keyword. Students are free to write ideas are related or not, then associating the ideas. Based on this statement the writerconclude that keyword clustering is to help generate ideas and arrange them into

good writing. It also gives input for students about how to star their

writing. Dawnson and Essid state that :

To begin to cluster, choose a word that is central to your assignment. For example, if you "expectations" and write that word in the middle of your sheet of paper. Circle " expectations," then write words all around itm wods that occur to you as you think of "expectations". Write down all words that you associate with "expectations," words that at first may seem to be random. Write quickly, circling each word, grouping words around your the central word. Connect your new words to previous ones with lines; when you feel you have exhausted a particular avenue of associations, go back ti your central word and begin againt.

Dawson and Essid (2010:1)

From the explanation above the researcher concludes that in keyword clustering technique, there are some steps: (1) Choosing a word or phrases, (2) Putting the word or phrases in central, (3) Circling the word or phrases, (4) Writing words all around the word or phrases that associate with the word in central, and (5) Connecting the new word or pharases to previous ones with lines.

Based on the definition above, the researcher concludes that keyword clustering is kind of prewriting activity which takes place in the classroom, it uses lines, boxes, arrows, and circles, to show relationship among ideas. It will help students to find ideas and also enrich the ideas.

3. **The Advantagesof Keyword Clustering**

Keyword clustering is one of the technique to teach writingin recount text. According to Gorski (2010) there are some advantages of keyword clustering for writing . The first, keyword clustering is simple to be applied by the students because students easy to find the word as a keyword related the topic. The   second, it also can help students to explore their ideas on their writing activity and students easy to construct their ideas on the sentences in to paragraph throught ideas in keyword clustering. The last advantages is the students can show their knowledge to produce the words with in limited time but it is still related to the topic.

4. **The Disadvantage of Keyword Clustering**

Besides, keyword clustering also has disadvantage.Gorski (2010) states that The disadvantage of keyword clustering is the concept clustering may claim to produce ideas that are relevant to the subject, but students still have to clarify this connection when looking back on the concept clustering. Students may find their writing down words, even the students are organize and structure, that are not relevant to the subject matter at all and will spend more time trying to critically evaluate irrelevant topics.

B.   Writing

1.   The Nature of Writing

Writing is one of the basic skills that can be used by the students to express theiridea and to communicate with others. Writing is a productive skill that shows how skillful the students is un writing and discovers the talented students in this field Harsyaf *et.al* (2009:4). In addition, writing is a way that student can express his/her ideas or thoughts and feelings on the paper into written form. Besides that by writing, students can record permanent information, opinions about what was happened in their lived. According to Caroll (1990: 1), "Writing allows us to share our communication not only with our contemporaries, but also with the future generation". It means that by writing people can share and communicate to next generation about the story, experience and some important events in life.

Besides, most of students think writing is difficult learning activity, because in writing there are aspects that should be consider; vocabulary, grammar, content, organization, capitalization, and punctuation. Caroll (1990:1) stated that good writing is something students believe they will never be able to achieve, because they do not identify good writing with proper spelling and grammar, but they are governed by the self-serving and false notion that they cannot learn how to spell correctly or how to construct grammatically correct sentences. It means that writing is not just simple process, students

should understand about the concept of writing and the important is that they have to practice a lot, because by practicing it makes better in writing

Writing is not only combinations of letter, which relate to thesounds made when people speak, but writing is more than production of these graphic symbols. The graphic symbols must be arranged in such a way according to certain convention to form words to form phrase, phrase to form sentence, sentences form paragraphs, to form text or passages. Zamel (1982:2) states that writing is a process through which meaning is created. It means that by writing the writer has purpose to express his/her ideas, feeling and experiences or there is something want to deliver by the writer through the writing text

In additional, because writing is a process of exploration, the students should explore their skills in writing by practice a lot. By practice, they will find something new in the process of writing by making some errors, because tthe teacher will correct it.

2. **Teaching writing as a Process.**

Teaching writing is about process in the language learniang activity. In this case, the teacher's role is important. Urquhaert & Mc lever (2002:2), assume that teaching writing is unique in this way. It benefits both teacher and student, serving as communication vehicle, assessment tool, and intellectual exercise. Therefore, teacher should

give feedback of the students writing performance so that they understand if there is a mistake from their writing.

Writing should be considered as a process which has some steps in it. Those the processes will help the writer, especially the students to get ideas,put them together, get them on paper, and finnaly polish them into a fine piece of writing. According to Harmer (2004:4) there are some stages in writing activity; brief description of each stage as follows :

a. Planning is the period where writers plan what they are going to write. In this step is writing process where the writer may brainstrom their ideas to their writing. By using key word clustering students can write the key words in the middle of the page, put down the ideas that come and group those together if they are connected to the previous ideas.

b. Drafting is the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing. This is the step where the writer starts to write, the writer may put down all ideas into a good sentences. In this process, the writer may feel free to keep the flow of their writing going from the beginning till the end of the writing.

c. Editing is the time when writers review their work, checking for clarity of message, word choice, and organization. In this step the writer making the writing as clear as possible by making the

sentences flow clearly and easy to read. It also means bringing the piece of writing into line with accepted ways of using English: using the appropriate punctuation and spelling, and appropriate paragraphing.

d.   Final draft, after the writers editing their draft and making the changes they consider necessary, they produce final draft. The writer is now ready to send their writing to the reader.

From the explanation above teaching writing activity is a complex process. Morever, it gives for both teacher and students, teacher can achieve the learning objectives successfully, and the students can enjoy their learning writing by exploring their ideas in writing process.

3. The Components of Writing

In teaching writing, there are some components that the teacher should be aware which should be taught to the students in order to make them have a good writing. The components consist of the selection of content, vocabulary, grammar, spelling, and punctuation. In this research, these components are requaired by students in writing a good recount text. Concluded from Heaton (1988:135), the components are explained as follow :

a.   Content refers on the ability to express and develop the ideas including all relevant information with correct text organization.

The content is about how the students express their ideas. The writing can be good based on how the students express their ideas and develop into good text organization with relevant information in written form by using the correct

b. Vocabulary refers to list of word and often phrase, if students have less vocabulary they not only can not understand other's saying but also can not make sentences to transfer their messages to the reader.

c. Grammar refers the important thing in English, it needs more attention and focuses on the ability to write correct and appropriate sentences by using the correct tense.

d. Spelling refers to choice and arrangement of letters that form words.

e. Punctuation refers to system or set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clause.

Based on the the theory above the researcher concludes that in writing, someone can not make sentences directly into text. The students must prepare the draft about what will students write, the draft is about the main ideas and supporting ideas related to the writing topic. The students should aware to those components above to make their writing become a good writing.

C.   Recount Text

1. The Meaning of Recount Text

Recount text tells about something happened. It means that recount text is a piece of text that retells past event with the purpose to inform and entertain. Some example of recount text types are: newspaper report, conversations, speeches, and television interviews. Actually recount text consists of orientation, series of events and the orientation.

Pardiyono (2007:60) states two types of recount text, historical recount text and personal recount text. Historical recount text tells about documents of series of events, it is about others' experiences. Personal experiences text tells about the writer's experience, thus it is related with the personal experienced of the writer.

In the article sixty writing topics by Hyland (2000), recount text is talking about past experiences or events, written for information or entertainment. Therefore in this text genre the students can make their own simple recount types based on their interest. Generic structure of recount include as follows:

a. Orientation: Introducing the participants, place and time.

b. Events   : Describing series of event that happened in the past.

c. Reorientation : Comments about how the experience end.

2. Personal Recount Text Writing

There are some aspects that will be discussed in recount text, they are : purpose, types, framework of recount, and language features. The purpose of recount text is to list amd to describe past experiences by retelling events in which they happened (in chronological order). Stubbs (1999: 8) explains that a recount text recalls and reconstructs events, experience and achievements in the past in logical sequence. Some recount texts will be purely informaitve, but others may aim to inform or entertain. The details in recount text may include what happened, who was involved, where it took place, and when it happened. Morever, ther are two types of recount text that is stated by Stubbs, they are factual recount and biographical recount.

Factual recount text or personal recount text is concerning with recalling events accurately. The emphasis is on the language use that is precise, factual and detail that may lead and reader into a complete picture of the events, experience or achievement. The writers' own experiences or achivement may also lead a personal recount, such as latters, journal, journal entries, postcard, and anecdotes. Personal recount is usually written in the first person (I,We) and often aims to entertain as well as inform. Besides biographical recount tells a story of a person's life using the third person narrator (He, She and They).

In the case of an autobiography, it is usually factual and accurate by telling the specific name, times, places and events.

The kind of recount text that is applied in this research is personal recount text. A personal recount text tells us about personal experiences. It usually tells us about the events. Fact and information are important, but personal responses and comments are also appropriate.

3. **The Generic Structure of Personal Recount Text.**

In recount text there is a generic structure. Stubbs (1998 : 9) states that the framework of biography recount may consist of:

a. Orientation/ Introduction : The orientation provides all necessary background information to make the audience make sense of the text. The opening paragraph should answer the questions; who, what, where, when, and how. The writer needs to give information about what happened, who or what was involved, when and where the events happened and why.

b. Events/ Body : The recount thenn unfolds in paragraph that retell a series of events, usually told in chronological order. Unity between paragraphs is create through the use of time connectives (before, throughout, finally).

c. Reorientation: It is the summary of outcomes or result, evaluation of topic's importance or inclusion of personal

comments or opinion. It can also look to the future by speculating what might happen next.

4. The Language Features of Personal Recount Text

Language features in recount text is introducing personal participants. Darewianka (1990:15) describes the language features in personal recount text as follows:

a.   Specific participants (Mrs. Brady, our dog, my family)

b.   Use of first person prounoun (I,We)

c.   Use of simple past tense.

d.   Use of action verbs (went, smiled)

e.   Use of linking items to do with time (last week, on Wednesday, then, next, later, before).

Then, the students should notice language features of personal recount text in composing their own text. Those language features of personal recount text are including the use of specific participants, first person prounoun, simple past tense, action verb, and linking items to woth time. The example of personal recount is as follows :

Table 2.1

Going to Taman Gravitasi

Orientation	Taman Gravitasi is a beach located in jungkat Mempawah region. It is at about 13 km from Pontianak. We can enjoy the beach view and out holding games there.
Events	My family and I went to Jungkat beach last week. We went there to spend the Sunday holiday together. When we arrived there, firstly we had lunch at the restaurant and sat on the beach

	near the beach. We enjoyed the beach scenary and had lunch. After having lunch and taking a rest, my father, my sister, my brother played the games there. We really liked it. My mother just sat and watched us played the games. We had finished our time by playing games. After that we went home. On the way coming home, we drove by to Pengkang to buy some food there.
Reorientation	Finally we arrived at home. I really enjoyed my time with my family at Taman Gravitasi.

D. Keyword Clustering in Teaching Writing

In this case the researcher will use keyword clustering as one technique of brainstorming as technique for the students to generate idea based on the generic structureof recount text from the topic they have. Actually writing is the skill of the language must be applied by students. To write something students must be able to find the topic that he or she wants to write. After defining the topic the students must be able to distribute the topics into some main ideas, and then develop some supporting ideas. Students also must be able to make a draft of something that students wants to develop. Keyword clustering can help students to make the draftof idea they will develop in their recount writing. In using the keyword clustering, students first should brainstorm the main idea related to the topic of writing text. For example we want to write the recount text about " Going to Singkawang of Pasir Panjang Beach". After the students have made the topic the students will brainstrom the idea related to each generic structure; orientation, events and reorientation of the recount writing. Then students will develop some supporting ideas relate to each main idea.
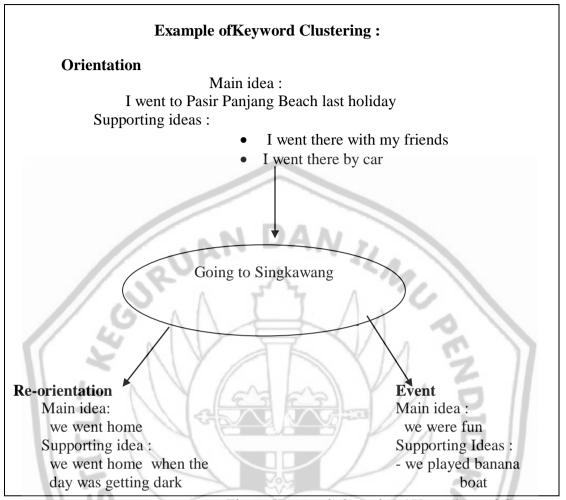
Example ofKeyword Clustering :

Orientation

Main idea :
I went to Pasir Panjang Beach last holiday
Supporting ideas :
- I went there with my friends
- I went there by car

Going to Singkawang

Re-orientation
Main idea:
we went home
Supporting idea :
we went home when the
day was getting dark

Event
Main idea :
we were fun
Supporting Ideas :
- we played banana
boat

Figure Keyword clustering (Hogue's model)

The Text based on the keyword clustering above is as follow:

Going to Singkawang

One last holiday I went to Singkawang especially Pasir Panjang beach with my friends. We went there by car.

We were fun there. There were many kinds of games at Pasir Panjang beach. One of the games is banana boat. My friends and I played banana boat together. We also played other adventure games. Then we played on the beach.

Finally the day was getting dark. It was time to go home. My friends and I enjoyed the time together at Pasir Panjang Beach. It was an interesting experience for me to spend my holiday there with my friends.

Based on the example above we can see that keyword clustering

can make the students define th main idea and supporting ideas they can

develop their recount text writing easily. They can develop the topic and subtopics of their recount writing based on their personal experience, it will be easier to write something related to someone's real life. They only draw some clusters the keywords to represent the main idea and supporting ideaof their recount writing.

The researcher implemented keyword clustering to the eighth grade students of Mts. Negeri 1 Pontianak. The researcher taught the students how to make the draft as in the example above. So, the students will be easier to make their own draft about their own experience.