A. Writing

Writing is one of two productive skills. One of the two productive skills which will be the focus of this research is writing. People tend to express their feeling and idea through written form. Nurgriyantoro (2001) defined a writing activity is the latest skills mastered by students after listening, speaking and reading skills.

Nunan (2003: 88) said that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that learners are expected to explore the ideas and make them into a good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

Based on the description mentioned previously, Writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is the expression of language in the form of symbols, letters, or words. The primary function of writing is to communicate the writers’ ideas to their readers. Writing is a means of communication where a written form
is used to express the writer’s purpose. In other words, a writer can express his feelings, ideas, emotions, and thought through writing for a specific purpose.

1. The Importance of Writing

   Writing is an important skill that has to be mastered by language learners. Writing is clearly a complex. It means that in writing students have to consider many things to build a good writing. According to Harmer (2004: 31-33) states that there are many importance of learning writing by writing students can:

   a. Avoid the limitation of time

      It means that students have longer time to think than in speaking activities. They can consult the diction will be used to express their through they can check their grammar patterns.

   b. Practice the use of language

      By practicing it completely, their ability in English can develop well.

   c. Summarize the materials that are explained by teacher.

      The students use writing skill to make a note about what they have learnt while learning process happens.

   d. Help in making a note as the preparation before the activity.

   e. Answer-question test-types of activities.

      Writing is important to face question test. In the examination, students asked their answer in the form of written.
2. The Process of Writing

The process of writing takes not only in one or two hours of learning English but it should be developed as a learning habit where the students have to practice over and over again. According to Harmer (2004) writing is a process and what we write is often heavily influenced by constraints of genre, than these element have to be present in learning activities. The process of writing has four main elements. Those are planning, drafting, editing and final revision.

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try to decide what is they are going to say. When planning, the writers have to think about three main issues. First writer have to consider about:

a. The purpose of their writing since this will influence (among other things) not only the type of the text they wish to procedure, but also the language they use and the information they choose to include.

b. The audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraph are structured, etc), but also the choice of language, for example it is formal or informal in tone.

c. The content structure of the writing that is, how best the sequence the fact, ideas, or arguments which they have decided to include.
2. Drafting

We can refer to the first version of a piece of writing as a draft. In the writing process drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

3. Editing (reflecting and revising)

Once writers have produced a draft, and then they usually read what they have written to see where it works and does not. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestion. Another reader’s reaction to a piece of writing will help the author to make appropriate revision.

4. Final revision

Once writers have edited their draft, making the changes they to be necessary, they produce their final revision. This may look considerably different from both the original plan and the first draft, because things have changed in editing processes. However, the writer is ready to send the written text to its intended audience.

3. The Students’ Problem in Writing

There are some problem faced by students when they learn writing:

a. Organizing Idea

The problem usually faced by students in writing composition is about how to organize the idea into sentences. Someone needs to pay much
attention in making a good sentence especially in grammar. Mostly, the students are not careful enough with what they write. Sometimes student are missing one of the aspects of sentence pattern, for example missing the subject or predicate.

In writing a composition, the students usually write the content which is not suitable with the theme. It happens because the students get difficulties in developing their idea and sometimes they do not know what they will write.

Someone can write composition well if the rule of writing paragraphs is known well. It must be started by choosing the theme, and then making an outline which can help him in arranging the sentence or paragraph. By those ways, some mistakes in writing composition can be avoided. Of course, the content of the composition will be suitable with the theme.

b. Lack of Vocabulary

Vocabulary also becomes an important part of writing. If the vocabularies are not mastered well, the students will get difficulties in writing.

Most of the students face this problem because they do not master the vocabularies, so they often write sentences which are not communicative. The incorrect words are chosen by the students when they want to write something in their composition.
c. Grammar Accuracy

As the students try to make composition, they are always confused whether their sentences are grammatically correct or not. Generally, most of the beginner students do not master English grammar well. They just start to learn English so their competence is still weak, especially in grammar. It becomes problem when they have to make composition which consist of sentences (Nurgiyantoro, 2001: 298-299).

Clustering as a teaching technique provides solutions for the problem above. It gives the students ideas to write about and also it makes the students understand the material easily and trains the students in writing composition or essay moreover, clustering technique also helps the students to be more cooperative and creative in learning with other, also it gives the suitable solution for the problem faced by teacher.

B. Descriptive Text

Descriptive text is one of genre. A culture context expresses many kinds of genre, which has many types such as text types are: (1) descriptive, (2) procedure, (3) recount, (4) narrative, and the last (5) news item, but the writer focuses on descriptive text. Lexically, descriptive refers to giving a picture in words: describing something, especially without expressing feeling or judging.
Descriptive text means text which describes something to other, such as describe about the place, thing, and also people.

According to Mulyasa (2003: 25) descriptive text means the text to describe what things are as they are, or what things do as they do. In other words, descriptive text is the description about things, the size, shape, behavior, etc.

When we went to make descriptive text, we have to pay attention with the generic structure and significant lexical grammatical features. So that, we can make a good descriptive text.

1. Generic Structure, Language Features and Social Function of Descriptive Text

Descriptive text has two generic structures, they are:

a. Identification is part of paragraph which introduces or identifies the character to be described. it can be called general description of the object. Usually it contains object’s name, kind of the object. Identification which identifies the person, place, or thing to described, or identifies phenomenon to be described.

b. Description is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described in detail, so the readers can get clear description of the object.
The language features of descriptive text is to do with specific participations which is describes about specific object, noun in general, and unique such as My English teacher, Adina’s cat, My favorite place or things. Language features of descriptive text use simple present tense. Descriptive text also use of Simple Past Tense if Extinct. There is some function of descriptive text, such as uses verb of being and having 'Relational Processes'. (My mum is really cool, She has long black hair), use of descriptive adjectives (strong legs, white fangs), use of detailed Noun Phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur), use of action verbs 'Material Processes' (It eats grass, It runs fast), use of adverbials to give additional information about behavior (fast, at tree house), use of Figurative language (John is as white as chalk.)

Social function of descriptive text is to describe a particular person, place, or thing. Descriptive text is a kind or genre which describes a particular place, thing, person. There are three major things that can be described. Those are:

1. Describing object

Like any text, a descriptive text usually has a topic sentence, in which the writer introduces the objects. Usually the topic sentences gives a general impression of the object.
2. Describing a place /things

Place is something thought of only in terms of sight, it may also offer details of smell taste, sound and touch.

3. Describing person/ people

When the writer wants to describe someone, his/her purpose is to convey to the reader the person’s individual qualities.


Based on the explanation above, descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid picture of characters, place, objects and etc.

2. Sample and characteristic of descriptive text

a. Sample

My beautiful Roses

I have roses in my garden. I plant them into of the house. The roses have several characteristics in common.

They are really beautifull and have good smell. The flowers are big and leaves are so green. My roses have some colors, such as red, white, yellow, and pink. Every morning, I or my brother waters the roses, so they grow well. We sometimes cut the roses and put in on the vase in the living room table. My family and I love our roses very much.
b. Characteristic

From the example above, we know that:

1) Descriptive text is dominated by **simple present tense**. It because the factual features of descriptive text itself. As we know that descriptive text describes in reality, so people will see that situation in the same point of view. For example: if the roses waters every morning, they will grow well.

2) Descriptive text uses more relational and material verb. From the example above, the underline words are material verb. Besides material verb can also be used to make definition likes: I have roses in my garden.

3) The most important thing of descriptive text is to describe something or someone not someone who describes something.

4) In descriptive text, there are conjunctions such as firstly, secondly, and finally. It is only to arrange idea not show an order.

5) In descriptive text, adjective describes shape and characteristic. For example: beautiful, big, good, green.

6) Descriptive text usually reflects the relations between parts and whole. For example: when trees are described, we will find the relation between part of the tree and the whole like root, trunk, branches, and leaves. To state this, we need words related to trees.

(Wiratno, 2003:27)
3. Organizing Pattern of Descriptive Text

Descriptive text does not have tight text pattern like other text. Descriptive text describes something. The order is not so important. The sentences flow continuously.

For example:

![Identification and Description]

**My beautiful Roses**

I have roses in my garden. I plant them into of the house. The roses have several characteristics in common.

They are really beautifull and have good smell. The flowers are big and leaves are so green. My roses have some colors, such as red, white, yellow, and pink. Every morning, I or my brother waters the roses, so they grow well. We sometimes cut the roses and put in on the vase in the living room table. My family and I love our roses very much.

In the text above, descriptive text is a text that describes the features of someone, something, or a certain place. It has some characteristics which can be evaluated. In this case, the generic structure of the text consists of identification and descriptions. We can evaluate identification of a descriptive
text by pointing the most important thing that shows the part of the paragraph that introduces the character of something.

C. Clustering Technique

Clustering technique developed by Rico (2010: 1) clustering is a generative, open-ended, non linear, visual structuring of ideas, events, and feelings. It is a way of mapping an interior mind. It is as inception to emerge ideas.

Nordquist (2010: 1) states that clustering is a discovery strategy in which the writer groups ideas in a nonlinear fashion, using lines and circles to indicate relationships.

Langan (2001) said in his book; English Skills, that clustering is also known as diagramming or mapping and another strategy that can be used to generate material for a paper. Another expert said that clustering is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing in formation in orderly fashion, and developing specific support for their main ideas.

Based on this statement, the writer can conclude that clustering is a strategy to stimulate the learner for developing their idea difficult to say. In other words, clustering means a group of activities. It is the writing technique in grouping the
idea by using pictures. Based on this statement, clustering is kind of teaching writing technique by using a group of pictures. Clustering is a right brain activity. By using clustering, the students can find and generate their ideas. Clustering technique is one of the kinds pre-writing activity to enhance our creativity in generating and organizing the student’s ideas.

1. **Advantages of Cluster Technique**

Durukafa in Sahbaz and Duran (2011) gathers the benefits of the cluster method in five matters. Those are:

a. Cluster method prevents the left hemisphere being continually dominant because of its type of systematic working.

b. Language features occurring in the brain’s left hemisphere do not have much importance in the cluster method. As a result of this, words do not continue the traditional conceptual expression functions, and get the image’s character. They turn into poetic images from denotation.

c. Cluster method gives the opportunity to the brain’s right hemisphere, improving the perceptions and meaningful images.

d. Cluster method improves the brain’s right hemisphere, sensory images, leaving the thoughts and memories to run on their own. As a result of cluster, the writing process starts spontaneously and without effort.
e. Cluster provides occasion to benefit from thought and abilities, which are used in our childhood, including amazement, childishness, flexibility and explicitness like curious game and searching for examples.

2. Disadvantages of Using Clustering Technique

Clustering is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way.

According to Lindbergh (2010: 69), there are some disadvantages of clustering technique in teaching writing. First, clustering can be an excellent device for organizing ideas but may not help students get started. Use freewriting or ask question to start the flow of ideas, then arrange them with clustering technique.

3. Applying of Clustering Technique

Clustering is a strategy that can be used to generate material for a paper. This technique help students to develop their thinking in a visual way. In cluster, you can use line, boxes, arrows, and circles to show relationships among the ideas and details that accrute to you.
According to Langan (2001: 29) by starting 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 to relate as well. 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.

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 students or teacher using students generate suggestions in discussion write down in a few minutes by the subject matter using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or broad in a pattern which takes shape from the connection the writer sees as each new thought emerges. Complete clusters can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are draw to relate each other. By having students share their cluster patterns with other students in the class, teachers allows students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.

According Blanchard and Root (2003:42) cited in Hariani, there are five steps in teaching writing by using clustering technique. The steps:
a. Choosing a topic

Traditionally, students are given a topic to write by their teacher. However, the student may prefer to nominate the topic themselves. The clustering technique can be used to explore almost any topic such as discursive essay, narrative essay, recount text, descriptive text, and etc.

b. Note making

Once the topic has been introduced, the teacher may encourage the students to think about it for a minute. Then they have a few minutes to note down their ideas. After that, they have to work in groups. They can compare and discuss ideas.

c. Feedback

The next stage, the teacher makes a collective clustering in the board. The students can add new ideas in clustering. The teacher elicits students ideas, reformulates expressions or corrects students ideas. The teacher also explains how to express their idea in English.

d. Making cluster

The essential role in teaching learning process is making clustering. The students can start this activity by putting one topic and generate it. For example, the topic is “TV” as main topic. The main topic is written in center of paper. And the students make subtopic which is related with the topic such as news, show, advertising, movie, celebrities, channels,
or any other subtopic. It can be interesting time to encourage their creativity and motivation them to express their ideas.

e. Writing

It is time for student to begin in writing the paragraph. The teacher can correct their mistake if the students make the mistake in their paragraph.

Based on the statement, we can conclude that in 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 phrases to previous ones with lines. Moreover, clustering technique helps the writer or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form.

According to Rico, clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggests specific topic, and yields related details. To begin, take a fresh sheet of paper and write a general subject in the center. Then circle the word. As each new thought bursts forth, jot it near the word that prompted it; and then circle the new word. Next, draw a line between the two and repeat the procedure. The
sample cluster (figure 2.1) began with the main topic that central idea branched out, leading to the key words related to the topic.

**Figure 2.1**

The application of Clustering Technique

From the figure 2.1 above, it can be seen that the topic is put in the centre and all of the key words should be related to the topic. The students can write the key words as many as possible. Then, the students can choose which key words should be written to make a good descriptive text.

**D. Supporting Research Findings**

Cluster technique is a kind of technique that can be implemented as a good way or strategy for teacher to teach writing. It is supported by some previous researches which applied cluster techniques as teaching and learning students writing. Cluster technique application as the method to improve students
writing of recount text in SMA N 02 Purbalingga. It also can be seen from the significant result between pre test and post test in experimental class or control class. There is different score in post test in experimental class is 63,17 and the mean score of post test in control class is 55,44. It difference is 7,73 (Dewi: 2013).

Furthermore, in 2004, Nopiranti conducted the research to sixth semester students of English Department of UPI. In this research, she states that clustering technique is effective in improving students narrative writing skill, especially in prewriting stages which involve the generating ideas process. She revealed that the result from questionnaire of cluster technique has several advantages, such as (a) the clustering technique eased the students to understand the structure and features of narrative text; (b) it helped the students made a creative and systematical narrative story. From the research can be conclude that teaching using cluster technique can be effective way to solve the problems faced by students in terms of developing and exploring ideas to write.

In line with seniati (2006) also explains that using cluster technique as an good strategy is particulary useful and effective to improve students’ writing. Her research shows that implementation of clustering technique can increase hearing disable students’ writing ability in composing free essay. In addition, clustering technique helps the students in making narrative texts systematically based on their clustering diagrams. It also improves their writing ability in composing essay.
Based on the research above, some researcher used some technique in teaching writing, and the result shows that each technique gives positive effect to the students in writing.

**E. Basic Assumption**

Descriptive text is one of text genres which the paragraph is developed by exploring a single object. It is one of the easy text but it needs sequenced and systematic explanation. The writer needs to map and find some words related to the object which is going to be described. Clustering technique offers a help to the writer to design what is going to be written by clustering and mapping words or phrases. Thus, clustering technique can ease the writer in writing process. It is hope can improve that activities, especially in teaching writing. Some reasons why the writer uses cluster technique in teaching writing, first, clustering technique can develop the students ideas more creatively. For example, the students can develop their writing by finding new idea, so the students will produce a good writing. Second, the students can classify their ideas. For example, clustering technique can help the students to organize their ideas so they will remember their ideas easily. The students writing will be organized well. Third, clustering technique make the students more creative in getting the ideas. For example, it helps the students in finding some new ideas than before. This technique is one of the media to enhance the students creativity in generating and organizing their ideas, so the writer thinks that clustering technique can be effective for students in teaching writing.
F. Hypothesis

Based on the basic assumption above, the writer has hypothesis that teaching writing using cluster technique at the tenth grade students of SMA Muhammadiyah 1 Yogyakarta was effective for students in descriptive text.