

CHAPTER II

LITERATURE REVIEW

A. Writing

1. The Definition of Writing

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. That is a way of keeping themselves honest because writing is a way of arguing with them. So writing is a way to express people feeling or ideas, and make reader understand with the content or information. Ghaith (2002) stated that writing is a complex process that allows writers explore thoughts and ideas, and make them visible and concrete. Another expert, Hyland (2009:30) stated that writing is an interection between writers and readers adds a communicative dimension to write.

Based on some experts, writing is used to communicate between writers and readers which has complex process to produce the good writing. Writing is complex because the writers have to pay attention in some aspects of writing. Not only the aspects of writing but the statements and paragraph is also important, because good writing which make readers understand well about the ideas or the content.

2. The Importance of Writing

Writing is not just writing and finishing, it has some steps. The essential writing will need a long process from the planning, drafting, writing, and revising (John Langan (2006:20)). 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.

3. The Students' Problem in Writing

For students in EFL environment, writing is one of difficult skill. They always face some problems. There are "I can't write English"

problem because English is not their mother tongue so it is difficult for them to translate their ideas into writing. Then according to Nurgiantoro (2010: 298-299) it's about grammar accuracy, lack of vocabulary, and organizing ideas.

1. Grammar Accuracy

The students are confused when they must compose their idea in written form, they are always hesitated with their grammar whether it is right or not.

2. Lack of Vocabulary

Vocabulary is the common problem for the students in EFL environment especially in Indonesia because they just get the new knowledge about English in Junior High School. At the first grade, students are given a lot of vocabulary but some students rarely study or remember all of words because the teaching learning process makes them bored, and sometimes it can be very difficult for them to learning the new language.

3. Organizing Idea

Idea is the basic concept that appears when someone wants to speak or write. But ironically, students can't get the idea because they don't understand with the study or the theme. Besides the problem, students are lazy to find out their authentic idea and they just cheat to their friends. Then, if the students find out the idea they are afraid to write it out

because they don't have many vocabulary to make a sentences about their idea.

B. The Nature of Narrative Text

a. There are some types of Narrative.

Narrative text is a text that representation of a series of events in temporal and casual way. They are some types of narrative text: novels, comic strips, films, and plays. Narrative can be constructed using written or spoken language and it can be supported by images, gesture, and acting.

b. The Generic Structure of Narrative Text

The generic structure of narrative text include:

- Orientation: sets the scene and introduces the participants of the story, in which characters, setting and time of the story are establish.
- Complication: a crisis or problem of the story arise, the complication usually involves the main character(s).
- Resolution: the crisis of resolved, for better of worse/ happily or unhappily. Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for reader.

c. Language Features of Narrative Text

The Language features of narrative text are:

- Use adjective to build noun groups to describe the people, animal, thingin the story.
- Use adverb of time connectves and conjunction to sequence events through time.

- Use adverb and adverbial phrases to locate the particular events.
 - Use past and past continuous tense.
 - Use behaviour (action verb) to indicate tense.
- d. Social Function of Narrative Text

The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experiences in different ways.

C. Clustering Technique

1. The Definition of Clustering Technique

Pica (1986, as cited by Baroudy, 2008) defines clustering as a “non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible”. It’s supported by Nordquist (2010: 1) states that clustering is an discovery strategy in which the writer groups ideas in a nonlinear fashion, using lines and circles to indicate relationships. In this technique, the students will make a diagram with main idea in the center of the diagram and some subtopics is around it. Another experts, 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.

From those previous studies, the definitions can be drawn the conclusion that Clustering is a technique that use the right brain to process a design of picture to be a meaningful brainstorming when someone wants to write something well. A clustering technique can help students see

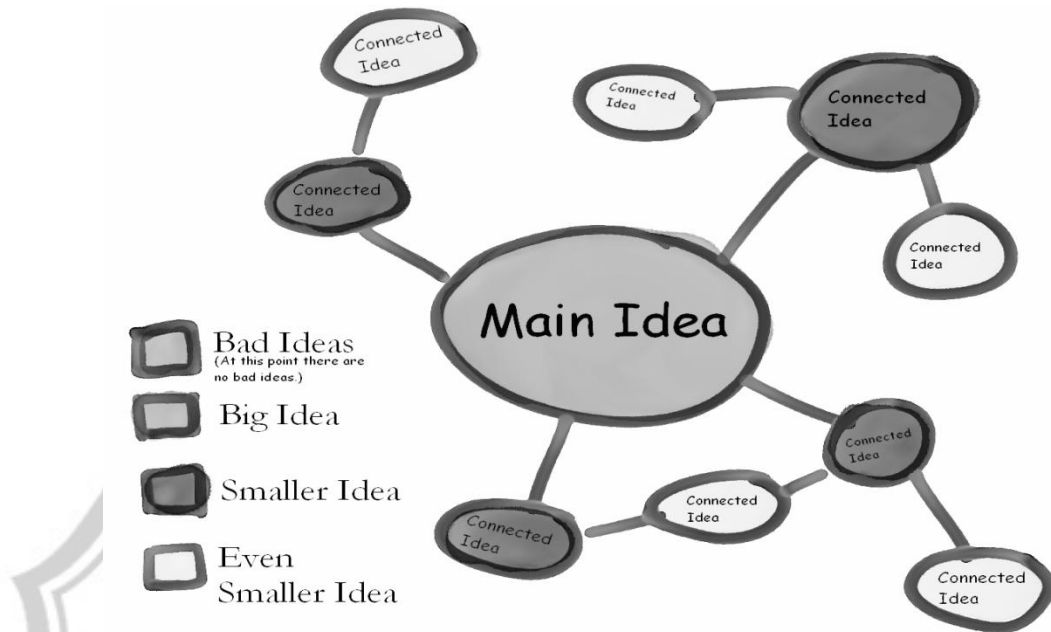
their major categories and subdivisions before they make decisions about how to organize the paper. It is also a useful way for students to look at their ideas and decide, again, which ones are not vital to the report.

2. The Advantages of Using Clustering Technique

Durukafa in Sahbaz and Duran (2011) stated 5 benefits in the clustering technique, they are :

- Cluster method prevents the left hemisphere being continually dominant because of its type of systematic working.
- 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.
- Cluster method gives the opportunity to the brain's right hemisphere, improving the perceptions and meaningful images.
- 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.
- 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.

3. The example of Clustering Technique



D. Teaching Writing Using Clustering Technique

The writer told about some problems in writing for students previously. To solve this problem, the writer uses clustering technique to help them and motivate them to be mastered in writing. According to Jeremy Harmer (2004) there are 7 steps for teach writing through clustering technique in a class. There are :

- a. In groups, students talk about any vivid memories from their childhood.
 - While they are doing this, the teacher writes some examples on the board.
- b. Then, for 'Guided' freewriting the students tries to make some sentences based on the example and extend them as much and as far as they can.

- c. The teacher puts a cluster diagram on the board which suggests certain aspects of childhood memory. In this step, the teacher use this diagram to identify different parts of the story.
- d. The students now make their own diagrams about their own childhood memories. Then they use their previous freewriting and their cluster diagrams to write the first draft of their writing.
- e. The students now read three more finished results written by former students. Ones that the teachers consider to be good examples of the genre.
- f. The students work through a handout which asks them to look back at their first draft and asks them questions based on their works. The questions designed to get students looking at their first draft carefully to see how they might be improved. They also look at the beginnings of two of the former students' stories to see how they wrote their narratives.
- g. The class then discuss everything they have been doing and that they have seen, clearing up any questions about narrative construction and style. Now they are ready to go away and write the next and perhaps final or draft of the narrative.

Clustering is a technique that gives access to patterns and associations of design mind which provides essential two things: choice from which to formulate and develop thought, and focus meaningful enough to impel you to write Rico (2000: 27). Based on Rico, students just write an important topic and some sub topics to give them imagine and directions when they want to write, so their writing become good writing. In other words, we can say

clustering technique is effective to make students remember their main point so they can develop their ideas to produce or write something. (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.

E. The Previous Relevant Research

1. Hermansyah, 2012, *Teaching Descriptive Writing Using Clustering Technique at The Second Grade Students Of Man Cimahi*. The writer believed the problem of writing were coming from the students and the teacher. The students' problem were generating the ideas when they started to write and the teacher have not found the proper method in teaching. The writer used clustering technique to solve the problems. After collected data with pre test and post test. His reasearch has proven that clustering technique could effective for teaching descriptive writing.
2. Yeyen Nuraini, 2014, *Teaching Descriptive Text Writing to Students by Using Clustering Technique for Tenth Grades Student of SMAMuhammadiyah1Yogyakarta in Academic Years 2013/2014*, the research was to find out that each technique gave possitive effect to the students in writing. she conducted pre-test and post-test to find out the result. After conducting the test, she found that clustering technique was effective technique for writing in making students more creative in getting the ideas for brainstorming stage before they write.

Based on some previous study, the writer used clustering technique to teach narrative text in students eighth grade in Junior High School to generate students ideas and the plot of the story.

F. Basic Assumption

Writing is one of the important skill in English. Through writing the students can improve their vocabulary and grammar, then it can make the students enrich their ideas by taking new information. When students are writing usually they need a map to make well organized- writing. Clustering is a beneficial technique to organize the subtopic in a ‘design mind’ and make the students easy to compose sentences, paragraph to be a good story.

G. Hypothesis

According to the description above it was found the potential hypothesis was as follow : The use of Clustering Technique was effective for teaching writing.