

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Previous Studies

Based on a study conducted by Rinansyah (2012), writing among students took less attention in the process of activities. They tended to be sad by took a long process and unorganized clustering technique and design students easy in writing. This research was to found out the improvement on the ability of the students. Moreover, the result of observation sheets and field notes should be a positive behavior in a process of learning, and it helps students through a fun way of writing activities. The students were free to express their ideas that related to the main topic. This technique also helps students to made the text to be well-organized.

In this study conducted by Adriati (2013), the specific objective was to found out whether to use of clustering technique was affective in teaching writing narrative text and the respond of the students to this technique. Based on data from pre-test, post-test and interview, clustering technique was effective in improving students' score in writing narrative text. The students' also respond to the positive technique as clustering has several strengths though it had several weaknesses too.

According to Sinulingga & Purnama (2013), the main objective was to know whether clustering technique could significantly improve students achievement in writing narrative text by using clustering technique and in every test it tended to be more effective. Besides that, the students were more enjoyable and interested in learning narrative text by using clustering technique.

Zetira (2015) found that the problem was the students got difficulties to found the ideas of developing descriptive text into a good paragraph in developing. The implementation of using clustering technique to explore students' ideas in writing descriptive text and to describe the influence of clustering technique to improve the ideas in writing descriptive text. In addition, the result of the observation score showed that the student

behaviors in cycle 1 were better than cycle 2. The conclusions drawn from this research is clustering technique could help students to explore their ideas.

The aim of the study conducted by Salam (2011) was to find out whether or not there is an improvement in learning recount text through clustering technique toward students' writing skill. Based on the result there were some progressions of students' score from pretest to the posttest of the third cycle. The students' response toward clustering technique were positive.

Based on the five previous studies elaborated above, it can be concluded that clustering technique is effective as the technique in teaching writing. Some methods and techniques are used in teaching recount text writing. Every method and technique have advantages and disadvantages. It can be seen from the previous study above that there are many improvements after the student using clustering technique. This research proposal focuses on clustering technique to enhance students' ability in writing recount text.

## **2.2. General Concept of Writing**

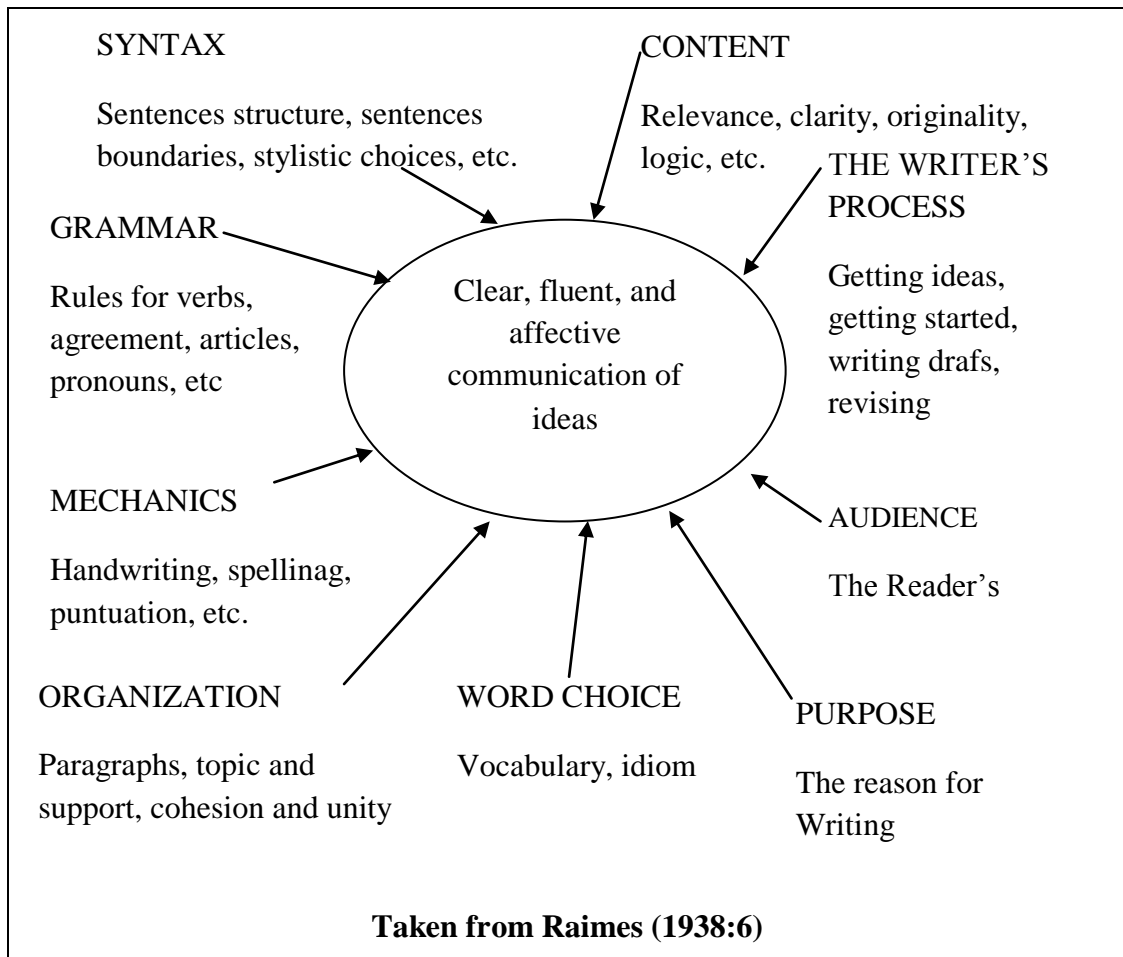
### **2.2.1 Definition of Writing**

Writing is a skill that integrates knowledge. According to Raimes (1983:4), when students learn a second language, the students learn to communicate other people to understand them, talk to them, read what they have written and write to them. Harmer (2004:4) states that writing is used for a wide variety of purposes it is produced in many different forms. There are three processes to write: prewriting/planning, drafting/writing, and editing/revising. The writing process has been described whether people are writing e-mails, texting their friends, writing shopping list, and providing composition for their English teachers.

Weigle (2002:1) said that writing is more important as tenets of communication language teaching than teaching language as a system of communication rather than as an object of study have taken

hold in both second and foreign language settings. Writing in a second language is a worthwhile enterprise in and itself. Writing is tooled that record experience, knowledge, information, history, etc. Writing is human exist since human existent. Humans can get information in written manuscript from leaf and stone. They use it in many purposes such as make a note for event, to inform, to describe, to persuade etc.

Writing is not easy for students of foreign language. Because writing need more work organizing and the language that made by students cannot be state correctly. In fact, the students of foreign language need to think twice, in order to think the vocabularies grammar, content, etc. Learning to write is not just natural extension of learning. Because writing is used for a wide variety of purpose, it is produced in many different forms. The following diagram shows what writers have to deal with as they produce a piece of writing.

**Table 2.1 Producing a piece of writing**

As teacher have stressed different features of the diagram, combining them with how they thing writing is learned, they have developed a variety of approaches to the teaching of writing. Many technique and methods can be used to teach writing. Writing can be difficult even your own language and different languages have different organization. In a new language, writing can be even more difficult than listening but writing involves skill that learn, practice and master.

The researcher concludes that writing is a skill to convey thoughts, ideas, opinions, knowledge in written form. The ideas are presented to the reader that must be delivered with supporting words in order to make good sentences. There is no doubt that writing is the most difficult skill for students or English user. Writing needs a well

preparation and many practices. For that reason, a technique or strategy that can support the teaching writing is needed.

### **2.2.2 The Purpose of writing**

When someone wants to write something, she or he has purpose for writing. Each writer has own purpose in which is planning to write. During the planning phase of the writing process, the writer has to focus on the purpose of their writing. According to Deevit in Clark (2011:11), writing is help students become aware of the genre they are expected to produce, an approach that is particularly useful for students whose first language is not English. The students need process systematically in order to make a good writing form to inform the readers. Ismail (2008:75) said that writing is informing the reader about something in the past or something in the future. It means that writing tells about someone feeling in the written form. Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. Every writer have purpose in expressing their idea through writing.

Braine and May in Fajriyani (2011:8) defined four common purposes in writing there are writing to inform purposed to educate the readers about a topic of which we have some knowledge, writing that provides interesting details and facts to hold an audience's attention, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts, writing to persuade is more demanding and more ambitious than many other types of writing, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

### 2.2.3 The Process of writing

Writing process is learning how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the product. The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing.

Blanchard and Root (2003:41) stated that writing is a process that involves the following steps:

1. Prewriting/planning

Prewriting is the thinking, talking, reading, and writing about the topic before write a first draft. Prewriting is a way for warming up your brain before write. There are some steps in prewriting are set your purpose for writing, identify your audience, limit your topic, draft a thesis statement that contain the topic/controlling idea, brainstorm idea/details that support the thesis statement, select two to four main idea to use to support the thesis statement, draft a preliminary outline or map to logically organize the main ideas and gather information you need to begin to write. There are two ways to warm up before write, they are brainstorming and clustering.

2. Drafting/writing

Drafting refer to the first version of a piece of writing. spend some time thinking about the topic and doing necessary prewriting. When writing the first draft of paragraph, use the idea to generate from prewriting as a guide.

3. Revising/editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After complete the first draft the writer look for ways to improved it, this called revising. More skill the writer looks at the issue in general meaning and overall structure.

### 2.2.4 Teaching Writing

According to Brown (2000:7), teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge and causing to know or understand. The concept of teaching is not only transferring knowledge, guiding, facilitating learning, enabling the learner to learn and setting the condition for learning.

Teaching writing is very important. Writing is one of English skills that must be learnt by the students besides the other skills. Most of people use writing skill every day such as in writing report, letter, diary, note, job application and so on. Nevertheless, the students have recognized writing skill as a difficult subject. The students require a lot of time when they will start putting their ideas, make sentences and compose the sentences into a paragraph. Academic writing is different from creative writing, which is the kind of writing when write some story. It is also different from personal writing, which is the kind of writing when the writer write letter or e-mail. Creative writing and personal writing are informal. Academic writing in English is probably different from academic writing in native language.

There are several reasons why teacher should teach writing Harmer (1998:79). The several reasons will be presented as follows:

#### 1. Reinforcement

The visual demonstration of language construction is invaluable and it used as an aid to committing the new language to memory. Students usually find the visual demonstration useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

#### 2. Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the ongoing learning experience.

### 3. Learning style

Writing is appropriate for such learners. It is a reflective activity instead of rushing and bothering of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

### 4. Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important of speaking, listening, and reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement.

#### **2.2.5 Micro and Macro Skill in Teaching Writing**

Brown (2004:221) states that there is taxonomy of micro- and macro skills. Taxonomy means the rule to list or set up that will assist in definition the ultimate criterion of an assessment procedure.

Micro skills:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order pattern.
- d. Use acceptable grammatical systems (tense, agreement, and pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

Macro skills:

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose
- c. Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- d. Distinguish between literal and implied meanings of writing.



- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The earlier micro skills apply more appropriately to imitate and it is intensive types of writing task, while the macro skills are essential for the successful mastery of responsive and extensive writing.

## **2.3 General Concept of Recount Text**

### **2.3.1 Definition of Recount Text**

Recount text is kind of text that tells the reader happened and this may involve the author's personal interpretation of events. According to Anderson et al (1997:48), tells that to other people about something that has happened in your life. It might be about exciting things that happened when you were on holidays last year. Speaking or writing about past event is called recount. It is a piece of text that retells past events in order that they happened.

Barwick (2011:4) state that recount telling events from different perspectives, diaries, journals, detailed observations over a period of time, police record, biographies, autobiographies and newspaper article. It means that an event has already occurred and it always written in the past tense. Mongot (2009:33) said that to tell or to retell past events for the purpose of informing or entertaining. Recount also gives information like the writer experience in the past, experience in holiday, history, the famous people, etc. It means that not only tell to one people but also for other reader.

### 2.3.2 Types of Recount Text

Recount text is a text that retell someone activity or experience in the past. Based on the purpose of recount text, there are several types of recount text: personal recount, factual recount, and imaginative recount Barwick (2011:4).

#### a. Personal Recount

Personal recount is retelling an event that the writer has experienced before by his or herself. It means that the writer actively involved doing the actions. The purposes of personal recount are to inform, entertain the audience, or both. This personal recount may be used to communicate or to build the relationship between the writer and the reader. The examples of this personal recount are diary, personal letter, and biography or autobiography.

#### b. Factual Recount

Factual recount records the details of an event by reconstructing some factual information. The purpose of factual recount is to inform the factual information or events. The examples of this factual recount are traffic report, a science experiment, police report of an accident, news story, eyewitness, news report, speech, and historical events.

#### c. Imaginative Recount

Imaginative recount is a kind of recount text that retells imaginative story that the events of story do not occur in the real life. It also has an imaginary role and creates imaginary details by applying factual knowledge in order to interpret and recount event. Later, the imaginative recount also places the imaginary roles and details in a realistic context. It is different with narrative that does not apply factual knowledge and does not place the imaginary role and details in a realistic context. The imaginative recount is usually made for educating, for example textbooks. Besides, the

narrative is usually made for entertaining the reader in imaginative context, for example fable, fairy tale and mythos.

There are some differences of each types of recount text based on the audience, the tense, the language, the first or third person, the addition of details, and the series of events. Table 2.2 below shows some differences from every recount:

**Table 2.2**  
**The Differentiate Types of Recount**

Features	Personal recount	Factual recount	Imaginative recount
Audience	Child or adult	Child or adult	Child or adult
Tense	Past tense	Past tense	Past tense
Language	Often focuses on adding personal and emotive responses.	This focus is on using evaluative language (e.g. importance, significance, influence, achievement).	Often includes imagined personal responses.
First or third person	Written in first person using personal pronouns (I, we)	Written in third person using pronouns (he, she, they) it may be written in the passive voice	Written in the first person (I, we)
Addition or details	Interesting ideas may be chosen to add some humor	Precise retelling assist readers to accurately reconstruct what happened. Appropriate explanation and justification Sometimes in an experiment the outcome of the activity is explained.	Imaginative details may be added to the tale that has been written in a realistic setting.

Series of events	Sequence details of who, what, when, where and why (sometimes) are include.	Precise details, of time, place, and manner are added.	Sequence details of who, what, when and where are included.
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**Taken from Barwick (2011:6)**

### **2.3.3. Generic Structures of Recount Text**

According to Mongot (2009:6), recount is to retell events for the purpose of informing or entertaining. Based on Barwick (2011:5) that there are three generic structures of recount text will be explained below:

#### **1. Orientation**

It is provides the setting and introduce the participants. It provides information about who was involved, what happened, where this event took place and when it happened.

#### **2. Record of events**

This part tells what happened, present event in temporal sequence. It is usually recounted in chronological order and gives the details of what, who, where, and when. Generally, the recount is sequence in time order. Students should not start at the beginning until the end. During the drafting and planning students should list all the events. This part also tells how the characters are a personal recount, factual recount, and imaginative recount. This part also tells the characters of personal, factual and imaginative recount. It includes their feeling and what they do. The events can be told in chronological order use conjunction or connective like: first, then, finally, and so on.

### 3. Reorientation

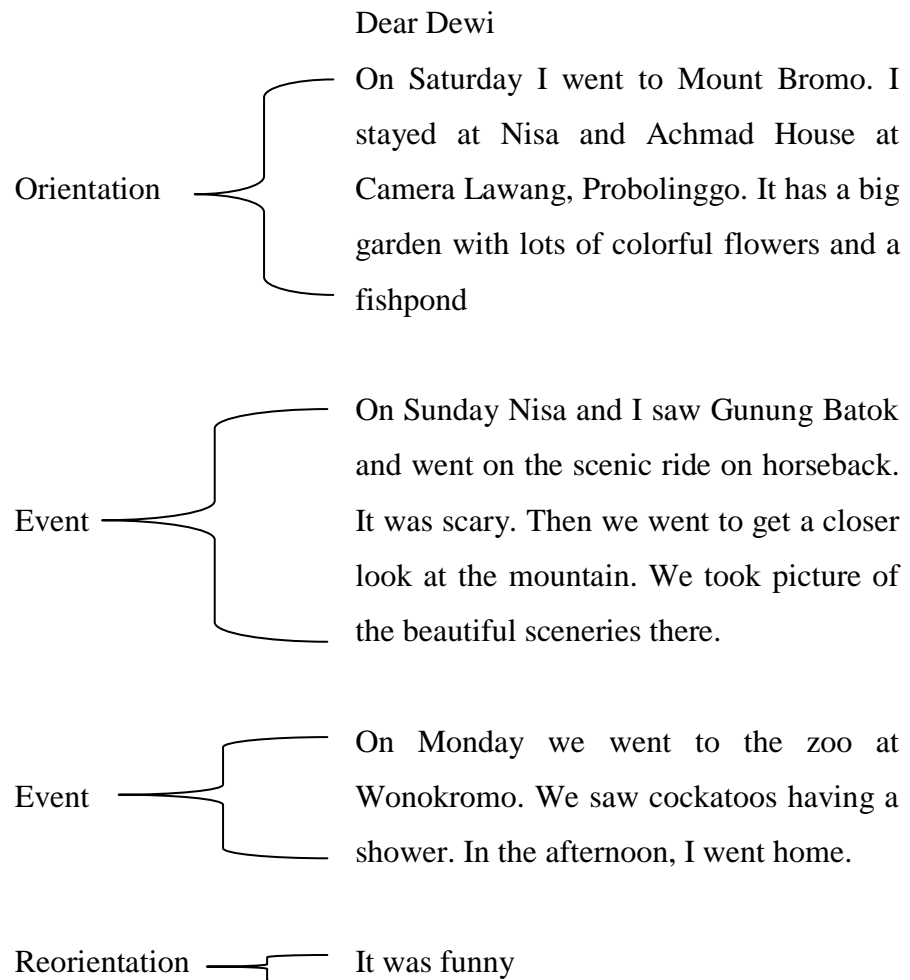
This is an optional part and is often used to complete the writing by rounding off the series of events. It refers back to some of the information in the orientation paragraph or closure of events (optional).

#### 2.3.4 Language Features of Recount Text

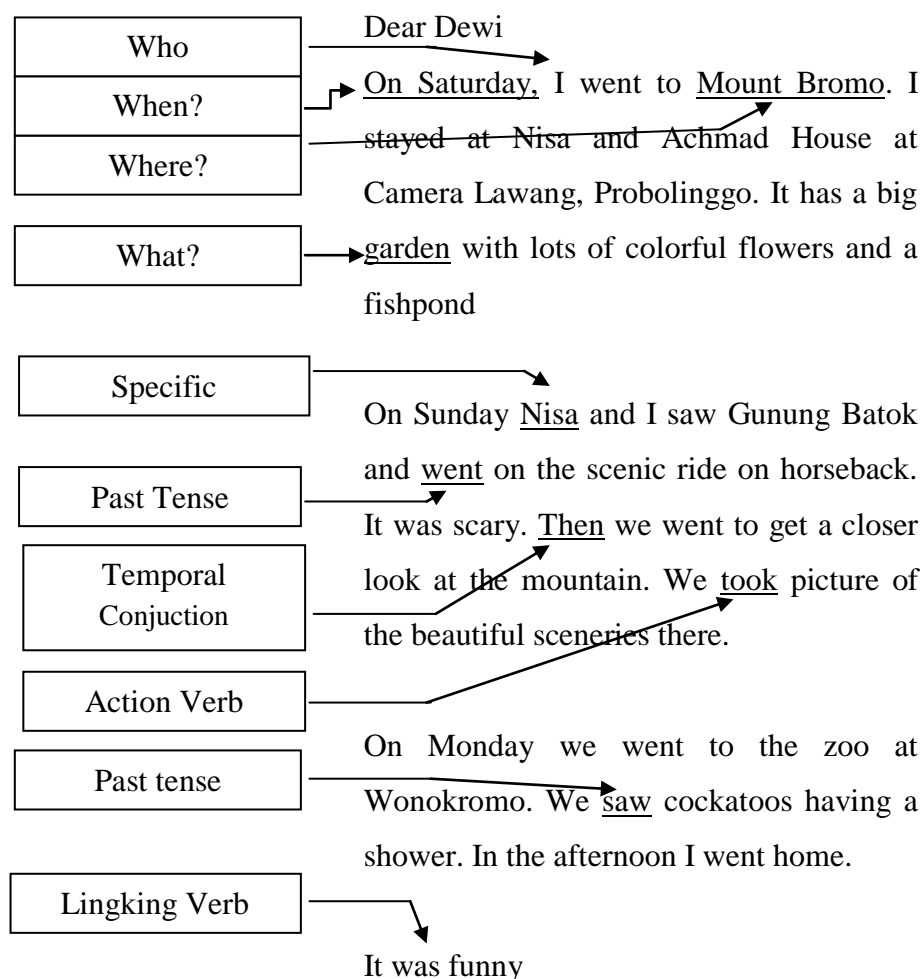
Language features of recount text are focus on specific participants, use of material processes, circumstances of time and place, use of past tense, and focus on temporal sequence Mongot (2009:6). The grammatical features of recount text are:

1. Use of nouns and pronouns to identify people, animals, or things involved.  
e.g. Mr. Jhon, he, our mouse and so on.
2. Use of action verbs when discussing events.  
e.g. she jumped, he walked, they slept and so on.
3. Use of past tense to locate events in the speaker's time.  
e.g. he laughed, they jumped, she ran and so on.
4. Use of connecting words to sequence events.  
e.g. first, then, next, after that and so on.
5. Use of adverb and adverbial phrase to indicate place and time.  
e.g. yesterday, after lunch, to the beach, at my house and so on.
6. Use of reported speech.  
e.g. Mrs. Searer said that the accident was causing the traffic jam.
7. Use of adjective to describe nouns.  
e.g. the winding track led to the tumbledown house.
8. Details that are not absolutely relevant are excluded.
9. Combine clauses by using conjunctions.  
e.g. when, then, but and so on.
10. Evaluative language is used in factual and personal recount  
e.g. Captain Arthur Philip was a fair and just man. The trip was a wonderful experience

The following text is the example of schematic structure of recount text Hartanto (2015:1):



Here, the researcher analyzes the schematic structure more detail from the text above:



## 2.4 General Concept of Clustering Technique

### 2.4.1 Definition of Clustering Technique

In Oxford (2003:75), clustering is defined that cluster is group of things close together or form a close group. Technique is defined as way of doing something, especially one that needs special skills or skill with which is able to do something practical Oxford (2003:443).

In addition Langan (2001:23) said that clustering also known as diagramming or mapping is another strategy that can be used to generate material for a paper. This method is helpful to think in a visual way. In addition clustering is another strategy that can be used

to generate material for a paper. In clustering you will use boxes, lines, arrows, and circles to show the relationship among of idea and details that occur to you.

Another expert of Cooper and Axelord in Aryanti (2015:26) clustering is an invention activity which reveals possible relation among fact and ideas. Unlike listing, clustering requires a brief period of initial planning. Based on Blanchard and Root (2003:42) clustering is another prewriting technique, it is a visual way of showing the ideas are connected using circle and line or draw a diagram. It means that clustering can be useful for any kind of writing. Keep in mind that there is no right or wrong way of clustering. It is a way to think on paper about how various ideas and details relate to one another.

Topics that seem to develop that seem to develop well from the listing method might produce further details or strong relationships among ideas when a process it called clustering Sova (2004:30). It means that to create a list of details to organize into subtopic in writing, may not work with all topics. The purpose in writing using clustering technique is to develop the topic into a longer writing. Based on Sova (2004:30) that there is another technique of sorting and categorizing to highlight the relationships among ideas is called branching, a technique similar to clustering technique. In making the initial branching list, the writer leaves substantial space between each idea to allow for development of minor idea and their connection to the major branches.

#### **2.4.2 Steps of Using Clustering Technique**

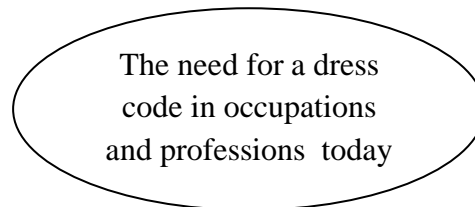
Clustering can be useful for any kind of writing. The researcher uses it in the early stages of planning an essay in order to find subtopic in a topic or to organize information. The students may try to discard several clusters before finding one that is promising. Clustering works as follow Sova (2004:31):



1. In a word or phrase, write your topic in the center of piece of paper and circle it.

**Table 2.3**

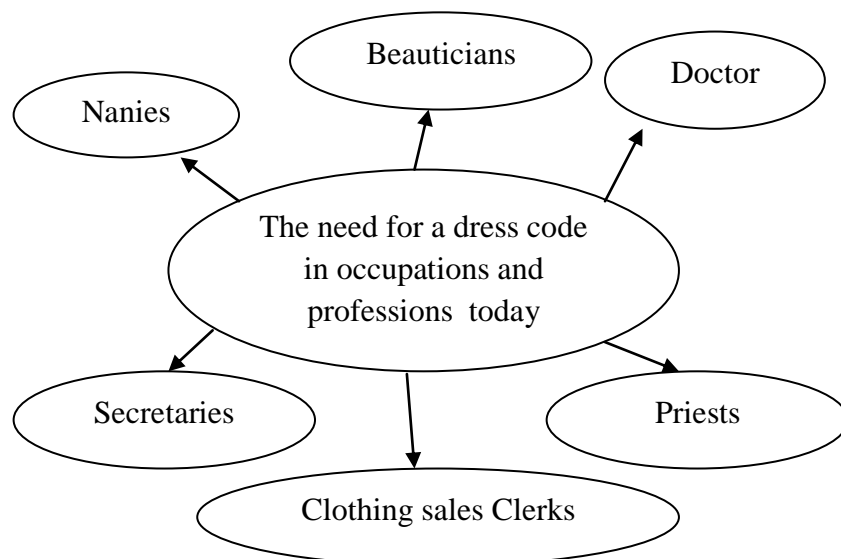
**The circle of main topic (first stage)**



2. Also in a word or phrase, write down the main parts or central ideas of your topic. Circle these. Moreover, connect them the topic in the center.

**Table 2.4**

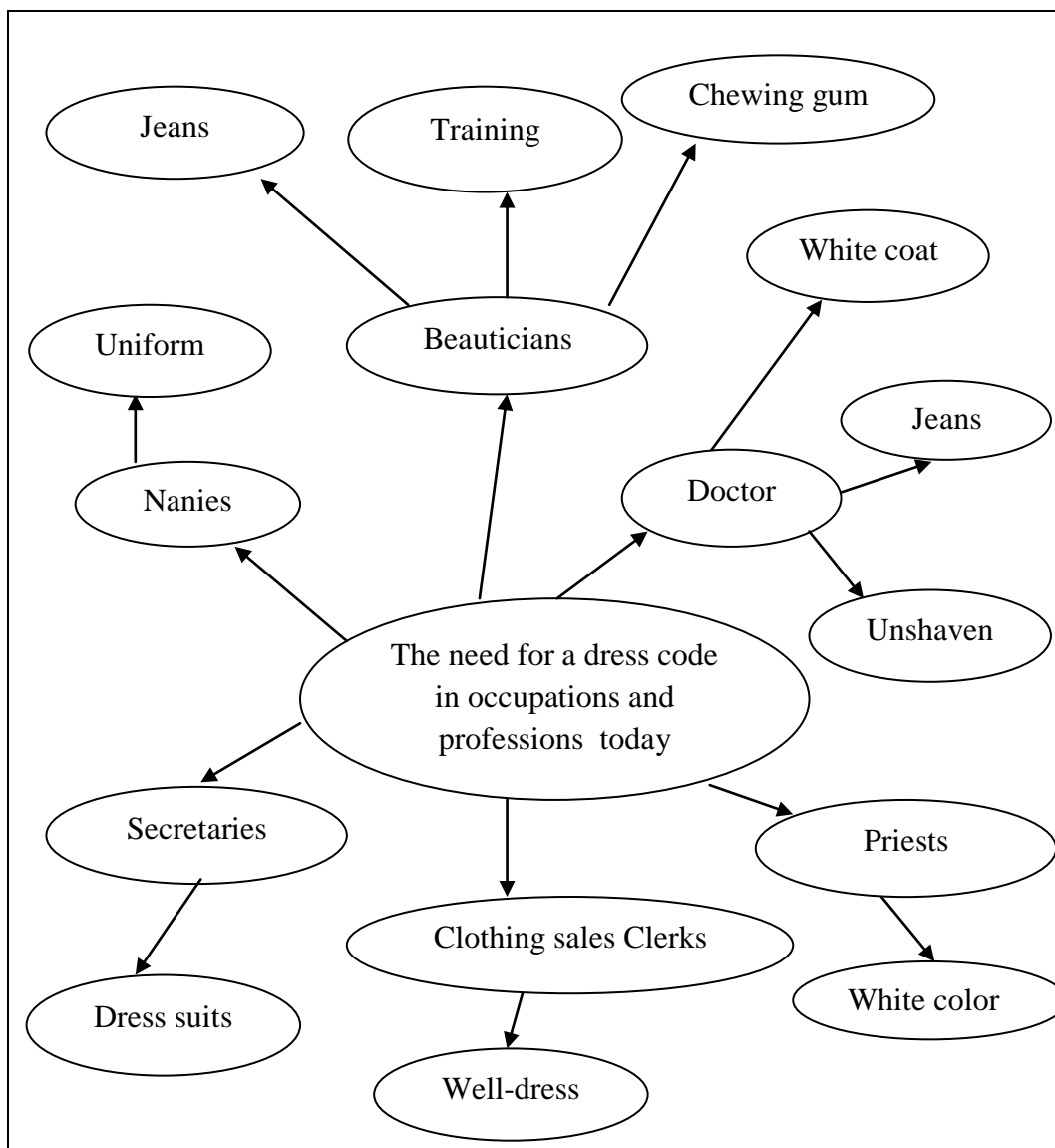
**Grouping ideas (second stage)**



3. The next step is to generate facts, details, example, or ideas related in any way to their main parts of topic. Keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and begin to impose some order by clustering and begin to a first draft in writing.

**Table 2.5**

**Finishing of clustering Technique (last stage)**



### 2.4.3 Teaching Writing Using Clustering Technique

The following are steps in teaching writing using clustering technique:

1. Introducing the concept of clustering technique to students. Tell them that clustering technique would help them in generate ideas when they started to write.
2. Leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center by using box or other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students do not have to worry in generating ideas. It is free for them to organize their ideas as long as related to the topic given.
3. Asking students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique.
4. Asking the students through selected topic to made procedural recount text referred to their own experience. Give students a evaluation to check their ability in writing and to know their problems in writing.

## 2.5 Students in Junior High School

The age of our students is a major factor in our decisions about how and what to teach. People in different ages are having different needs. The relative superiority of older children as language learners (especially in formal educational settings) may have something to do in their increased cognitive abilities that allow them to benefit from more approaches that are abstract to language teaching. They do not accept the curriculum, since they find it unfamiliar and unclear. Even though, thinking skills of teenagers are developing, some of them are not able to manage the given curriculum. Vágnerová in Loukotková (2011:28) there are some reasons for teenage relation to school the following reasons:

1. Formal deficiency (incomprehensible teacher explanation, things that they do not understand accumulate and continuity is broken, etc.)
2. Emotional barriers caused by negative expectations
3. Lower intellectual competence, which does not suffice for successful management of more complex theories.

According to Harmer (2007:31), adolescents is strange that, they relative success as language learners. Adolescents are often as seen problem students, yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they are engaged. The adolescent do not know yet about what they need to learn some problem.

Harmer (2001:38) said that young learners, especially the children in the ages of nine or ten is absolutely have different characteristic in learning new language, it can be characterized as follows:

- a. They respond individual meaning even they do not know individual words
- b. They often learn indirectly rather than directly.
- c. Their understanding cannot just from explanation, but also from what they see, heard and touch also from what they interact with.
- d. They generally are having enthusiasm in learning about the world around them.
- e. They are keen to talk about themselves and respond well to learn about the topics that use themselves as the main topic in the classroom.
- f. They have limited attention; they can easily get bored and losing interest after few minutes.

Understanding some characteristics of the young children in the beginner level, teaching can be successful if teachers give them stimulation of fun media and great teaching technique.