

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the chapter discusses the matters related to the application of clustering technique in improving students' English composition and some previous studies. It covers the teaching of English writing, pre-writing, clustering technique, the process of clustering and the advantages of using clustering technique.

A. The Theoretical Background of Study

1. The Teaching of English Writing

English writing is a part of language teaching in which it also functions as an essential tool for learning in which most of students in the world expand their knowledge of the language elements in real use. As stated by Ploeger, it is an act of discovering what the writer knows and feels about something and communicating that knowledge to the reader.¹ This means that English writing is an opportunity to express something, explain, explore ideas and assess the claims of other people.

In educational purpose, writing is very useful for second-language learners to obtain competence and functional skills.² It is supported by Harmer that writing is one of the compulsory subjects in junior and senior high school

¹ K.M. Ploeger, *Simplified Paragraph Skills*, (Lincolnwood: NTC Publishing Group, 2000),73

² Kenneth Chastain, *Developing Second-Language Skills: Theory to Practice*, (USA: Rand McNally College Publishing Company, 1976),363

level.³ Therefore, English is one of the subjects included in the national exams for secondary schools in Indonesia. In addition, it still holds an important place in examinations in school life.

As an important skill, the goal in writing is twofold.⁴ The immediate goal is to develop the students' ability to write to the point at which written homework assignments can be given. Psychologically, students are more impressed by exercises that are to be written and handed in than by those that are to be learned. By writing, students are able easily to pervade and understand the knowledge that what they have written. Realistically, the teacher knows that writing homework exercises and other written activities help the students to acquire the vocabulary and the grammar of the lesson. It means that the most students can internalize vocabulary and structure through writing. In particular, the English writing plays important roles in the global era where people are required to be able to communicate in an international extent.

In addition, in concerning teaching of writing in the secondary school level in Indonesia, the presentation of writing is integrated with the other skills. For instance, reading instruction lead discussion structure of reading passage. After reading activity, the students are assigned to develop an essay

³ J. Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 1988), 31

⁴ Kenneth Chastain, *Developing Second-Language Skills*.....364

based on the structure that they have gotten in reading activity. In a short, the more students read, the more fluently they will write.

2. Pre-Writing

In the learning of writing students can focus on the product of that writing or on the writing process itself.⁵ To get a product of writing or a better composition, students are faced on the process of writing. Meanwhile, in the process of writing students will focus on generating ideas and organizing the writing coherently (prewriting stage), revising text, editing grammar and producing a final product.⁶

Similarly, Harmer classified the process into: (1) prewriting, (2) drafting, (3) revising, (4) editing, (5) publishing.

a. Prewriting

Prewriting is a way to get started to write which includes activities of finding topics, generating ideas, planning content and organization. This study focused on this initial stage of writing. This activity requires the student to gather, obtain, or develop ideas for the writing successfully.

In other sides, it describes some techniques that will help thinking and developing a topic and getting words on paper: free writing,

⁵ Jeremy Harmer, *The Practice of English Language Teaching (4th edition)*, (New York: Pearson Longman, 2007), 286.

⁶ H. Douglas Brown, *Teaching by Principles*. (New York: Pearson Longman, 2001), 335.

questioning, making list, clustering, and preparing scratch outline⁷.

Nevertheless, this study focuses on clustering technique.

b. Drafting

Drafting is a kind of practice exercise for the final draft. A draft is based on the planned ideas made in prewriting activity. In drafting, the writer elaborates our ideas in complete sentences and paragraphs. If the first draft is not a perfect so the writer need to do revision.

c. Revising

Revising means evaluation of the draft that has been made. In revising, the draft may decide to move, delete, or add words, sentences, paragraphs, that will complete and improve the content writing.

d. Editing

Editing can be done systematically which means the writer pays attention to the correct grammar, spelling, punctuation, capitalization. Also, this activity is time consuming and need patience to identify the mechanical errors.

e. Publishing

Publishing is an activity of sharing the finished writing with others. The final writing can be published after qualifying preceding processes or stages of writing

⁷ Ibid, 18.

3. Clustering Technique

This research focuses on prewriting activity through clustering technique. Clustering also known as diagramming, webbing concept or mapping is a technique that can be used to help students' composition. It is supported by Oshima and Hogue, on their book "Introduction to Academic Writing", who states that Clustering is a prewriting activity used by writers to produce ideas.⁸ The ideas often end up in an outline of what will be written while this technique causes students to pay attention to their thoughts. In addition, clustering requires the student to gather, obtain, or develop ideas for the writing successfully.

However, some teachers do not feel comfortable with clustering. It happens because clustering is time consuming. Both teacher and students should provide times to implement and maintain clustering. It is important for the teacher and students to work, organize, and develop regularly with clustering ideas into some paragraphs. To make clustering effective, it must be kept organized and current. Thus, time is needed in composing with clustering.⁹

4. The Process of Clustering

⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*,(New York: Addison Wesley Longman, 1997), 48.

⁹ Sue C. Wortham. *Assessment in Early Childhood Education*, (New Jersey: Pearson Prentice Hall, 2005), 223.

Tilaar also describes that clustering is created around a single word or text placed in the centre, to which associated ideas, words and concepts are added.¹⁰ It can also be a tool to gather vocabulary in the students' mind. Furthermore, clustering is also a way to get started to write which includes activities of finding topics, generating ideas, planning content and organization. Clustering according to Gary Tate is a visual way to look at your ideas and relate them to each other.¹¹ In brief, administering clustering can stimulate writer especially students to generate and organize ideas.

As pre-writing stage, the processes of clustering started by writing the topic in the middle of page and circle it. The next step is writing down some ideas that are in mind and putting them in boxes or circles then connect to previous word with a line. At the end of clustering, the design of all ideas presented.¹² Also, in this technique, there is no right or wrong way of clustering. Below is the example of clustering.

¹⁰ Prof. Dr. H.A.R. Tilaar, M.Sc.Ed, *Media Pembelajaran Aktif*, (Bandung: Nuansa, 2010), 72.

¹¹ Gary Tate, *Teaching Composition: 10 Bibliographical Essays*, (Texas: Texas Christian University Press, 1976), 17.

¹² Roberta Moore, et. al., *writing with a purpose*, (New Jersey: Cambridge Adult Education, 1996), 14

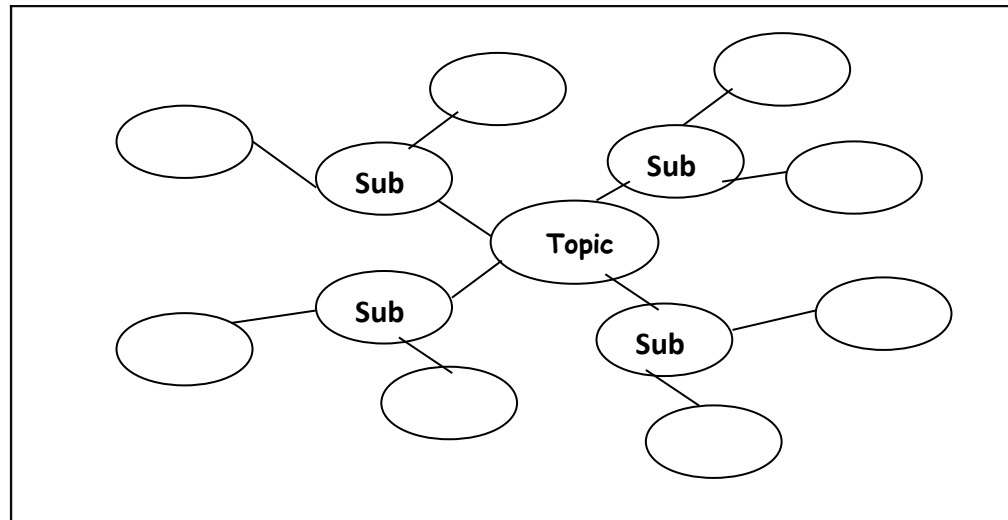


Figure 2.1 an example of clustering developed

5. The Advantages of Using Clustering

From the processes of clustering, there are some advantages of using clustering technique. Firstly has been stated by Langan that clustering can generate ideas for the important information students have in mind.¹³ This means that this technique helps the students to express all ideas as much as they have. Then, organizing is important to compose the whole ideas into good composition of writing, so the product of writing can ease the reader to understand.¹⁴ Also, Pica defines it is one of creative techniques that motivates and interests students to avoid boredom in composing.¹⁵ In other sides, clustering allows students to focus on their thought as much as possible.

¹³ John Langan, *College Writing Skills*, (New York: McGraw Hill, 2005),12.

¹⁴ Joy M.Reid, *Teaching ESL Writing*, (New Jersey: Prentice Hall, 1993), 6.

¹⁵ T. Pica. *An Interactional Approach to the Teaching of Writing*. (English Teaching Forum, 1986), 17.

Hence, it is also adaptable and understandable for all ages of students than the other pre-writing stages.¹⁶

B. Previous Studies

Clustering sometimes referred as mind mapping or concept mapping, that an effective strategy or technique to help students generate ideas. Also, it is easy to do and understandable. Therefore, there have been many research conducted on the area.

This previous study is reviewed to avoid an imitation. Hence, there are some previous studies intended to enrich or increase students' writing ability by using clustering technique. They are presented as follows

The first research was conducted by Tintin Sumartini, State University of Surabaya entitles "*Clustering as Prewriting Technique in Teaching Descriptive Text*". The research problems were: (1) how does clustering technique use as prewriting technique in teaching writing descriptive text? (2) how is the result of writing descriptive text after using clustering? This study was conducted using descriptive qualitative method at the seventh grade of Junior High School. The data were taken from observing and describing the classroom. The findings of the study revealed that in the 2nd and 3rd observation, students had high improvement of using clustering technique in content, language use, vocabulary, and mechanic. In a short, after using clustering as pre-writing technique, most of the

¹⁶ John Langan, *Teaching ESL Writing*, (New Jersey: McGraw Hill, 2005),13

students were motivated and interested to learn writing especially in English. Therefore, the use of clustering can minimize students' difficulties, faced in English writing.

A similar study was conducted by Farah Mustika Sari, State University of Surabaya entitles "*Clustering Technique in Teaching Writing at Junior High School*". There were two research questions, (1) how is clustering technique used as prewriting activity to teach narrative text? (2) what is the result of students' composition by using clustering technique? The research focused on clustering used in narrative text to the second grade of junior high school. This research also was also descriptive qualitative research. The data were taken from observing and describing the classroom that include teachers' activity, students' composition, and students' activities during the observation. On the 2nd observation it was found out that most students got either good or very good scores in content, organization, and vocabulary. Meanwhile, the result of students' composition on the 3rd observation showed that more than a half of the students got either good or very good scores contents, organization, and also vocabulary. By looking at the result of the students' composition especially in contents and vocabulary, it shows that the clustering could help them to gather the ideas for writing their composition. Besides, based on results of students' composition in organization, it shows that clustering technique could help students to organize their thoughts to write an English narrative composition. The

study concluded that the use of clustering could help the students to gather and organize ideas in composing English narrative text.

Another study was conducted by Devi Marliasari, State University of Malang. The title of the study is “*Using Clustering Technique to Improve the Senior High School Students’ Abilities in Generating Ideas for Writing Analytical Exposition*”. This study was aimed at determining the senior high school students’ difficulties at SMA Negeri 8 Malang especially on confusion on how to start writing. The research problems were (1) “how can clustering technique improve the students’ ability in generating ideas for writing analytical exposition (2) how are the students’ responses to the implementation of clustering technique? This study was a classroom action research. The findings of this study show that students’ participation was increased, and it was followed by the improvement of the students’ performance in English writing. The improvement can be seen in the mean scores of content and organization. In the implementation of the action, the students’ mean score on content was 2.27 and increased into 2.62. Meanwhile, the students’ mean score on organization also increased from 2.20 to 2.63.

The next study was conducted by Indra Pratiwi 2010, State University of Malang, entitles “*the implementation of webbing concept to improve seventh graders’ performance in writing descriptive text at SMPN 13 Malang*”. The research problem was how do the students generate and develop their ideas. This research used collaborative action research (CCAR) which was conducted in two

cycles consisting two meetings in each cycles. The findings of the research show that webbing concept successfully improved the seventh grades' performance in English writing descriptive text especially in terms of content, organization, and language use.

Novi Rahmania Aquariza also conducted at research entitles "*Using Mind Mapping In Teaching Speaking Skills at RSBI Class SMA Negeri I Sidoarjo*". The subject of the study was the first grade students of RSBI class at SMA Negeri 1 Sidoarjo in 2009. There were three research problems of this study. (1) What are the materials used in the teaching speaking skills using mind mapping at RSBI class, SMA Negeri 1 Sidoarjo? (2) How did the teacher implement mind mapping in teaching speaking skills at RSBI class, SMA Negeri 1 Sidoarjo? And (3) what are the problems of using mind mapping in teaching speaking skills at RSBI class, SMA Negeri 1 Sidoarjo? The research used descriptive qualitative design. The result of the research shows that using mind mapping in teaching speaking was so helpful to regulate students' ideas and stimulates the group presenter to extend the statement using their own words, while praise and congratulation as their materials. It was interesting for the students, because of its simple form and it is relatively easy to be understood. To gain an effective teaching speaking using mind mapping, students got reference or hand out from the teacher related to the material praise and congratulation. While to avoid boredom in learning, teacher has way to implement mind mapping in teaching speaking in turn: using whole class-whiteboard as the media and using group

work presentation-power point as media. Those are intended to enrich their knowledge and linguistic view.

From those successes previous studies, this research also uses clustering to emphasize whether clustering technique also can be effective in MTs Raudlatul Ulum as pioneered school for students aim in rural area. To contribute a new finding, this research conducted a study about “*the effectiveness of clustering technique in teaching writing at MTs Raudlatul Ulum*”. This research focused on the eighth grade students. In the research, there was merely one research question “is clustering technique more effective than traditional technique?” with experiment design which consists of one experimental and one control classes.