CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is one of the English skills that should be mastered by students. Writing is an activity to express ideas in mind become written form. According to Oshima and Hogue, "writing is a skill that people can write their daily activities."[1] And then, Sharples stated that "writing is an opportunity; it allows students to express something about themselves, explore and explain ideas.[2] Based on statement above that writing can help us to express our ideas in written form in English and writing also used to convey idea what we thought.

Sharples also stated that "writing is a peculiar activity, both easy and difficult".[3] But usually, a majority student has a difficult to write English texts and they just sit still for a long time with a blank paper. Langan stated that "A realistic attitude about writing must build on the idea that *writing is a skill.* It is skill like driving, typing, or cooking and like any skill, it can be learned."[4] The statement above showed that writing is a process with some steps. With the process and never give up to attempt learn write English, students will able to write clear description.

In addition, writing is a productive skill which means that it is a process of discovering one's mind into words in a good grammar. Indirectly, students do habitual and learn grammar with writing. According to Harmer, "writing process is process the stages a writer goes through in

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[1] Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Person Education, Inc., 2007), 3.
[2] Mike Sharples, *How We Write, Writing as Creative Design* (New York: Routledge, 1999), 8.
[3] Mike Sharples, *How We Write, Writing as Creative Design, 3.*
[4] Jhon Langan, *Exploring Writing: Sentences and Paragraph* (New York: The McGraw-Hill Companies, 2010), 10.

order to produce something in its final written form."[5] So, writing will produce something from mind become a meaningful text of the sentence.

Nunan also explain that "writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader."[6] Writing also can mentions as an activity that share and express an idea according to our feeling and thinking. It is kind of communication in language that created by particular set of symbol, having conventional values for expressive the wordings of particular language which is drawn up visually. Not only a written word but also writing can design by interesting patterns and symbols in order to students easy to create an idea.

2. Purposes of Writing

The purpose of writing is the reason why we write and to inform or convey the own statement to the reader based on our feeling and thinking. In addition, purposes to express messages to the reader. According to Grenville, "there are three purposes of writing: to entertain, to inform and to persuade."[7]

a. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

b. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or

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[5] Jeremy Harmer, *How to Teach Writing* (Essex: Longman, 2004), 4.

[6] David Nunan, *Practical English Language Teaching*, 88.

[7] Kate Grenville, *Writing from Start to Finish: A Six Step Guides* (Sydney: Allen and Unwin, 2001), 1.

business reports, instructions or procedures, and essays for school and university.

c. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purposes of writing is not to inform and to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

3. The Kinds of Writing

There are many different kinds of writing. Whatever type of writing we make, whether those are essays, fictional essays, letter, business materials, articles, or journals, they are actually summarized in four main kinds of writing, including expository, descriptive, persuasive and narrative. Each of the four genres of writing has a different purpose.

a. Expository

Expository writing is one of the most general kinds of writing. Expository writing focuses on accepted facts about a topic not focus the author's opinions. According to Peter and Megan, "The genre of expository is a fundamental language function for understanding the world and how it operates". Expository writing is carries information, usually the essay's foundation. The purpose of this text is to educate the reader with the reality that occurs which is poured into a writing.

b. Descriptive

Descriptive text is a text that describe a particular person, place, animal, or thing. Descriptive text is a text which says what a person or a thing is like. Additionally, Descriptive expresses how something looks,

feels, smells, tastes, and sound. Its purpose is to inform the readers about something and describe a particular person, place and thing.

Descriptive writing is often found in fiction, though it can appearance in nonfiction. When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their reader. And also, the author might use simile or other literary tool in order to describe the author's impressions via their five senses (what they see, taste, hear, smell, or touch.

c. Persuasive

Persuasive writing is the main style of writing you will use in academic papers. Persuasive writing contains the author's opinions and partialities, as well as justifications and reasons given by the author as evidence of the accuracy of their position. When an author writes in a persuasive style, they are trying to persuade the reader of a position or belief. Any "argumentative" essay you write in school should be in the persuasive style of writing.

d. Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to convey information, but they are trying to create and communicate a story, complete with characters, conflict, and settings.   Narrative tells an action or a group of actions in such a way with mainly purpose is to inform, to explore, to entertain or to persuade. Narrative is the form of writing is used to relate the story of act or events. Example of the narrative is a novel, short story, etc.

4. The Process of Good Writing

A good writing should have process that is steps where a writer could produce something in its final written form. Harmer says that "the process of good writing has four steps", they are:[8]

a. Planning: in this first step, the writer plan what she or he is going to write, and decide what will be expressed, included the detailed notes.

b. Drafting: the second step, the writers make the draft. A number of drafts may be produced before it is edited in final version.

c. Editing: the third step is the writers read through what they have written and check where it works and where it doesn't.

d. Final Version: in this fourth step the writers made the changes they consider to be necessary and they produce their final version.

5. Writing Assessment

There are five criteria assessing writing.[9]

Table 2.1 Writing Assessment

No.	Level	Score	Criteria
1.	Contents	30-27	Excellent to very good: Knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	Good to Average: Some knowledge to object, adequate to range, limited development of thesis, mostly relevent to topic, but luck detail.
		21-17	Fair to poor: Limited knowledge of subject, little subject, inadequate development topic.

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[8] Jeremy Harmer, *How to Teach Writing,* 6.
[9] Sara Cushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2002), 116.

		16-13	Very poor: Does not show knowledge of subject, non-substantive, or not enough to evaluate.
2.	Organization	20-18	Excellent to very good: Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive.
		17-14	Good to average: Somewhat choppy, loosely, organize but mine ideas stand out, limited support, logical but complite sequencing.
		13-10	Fair to fair: Non-fluent, ideas confused or isconnected, lack logical, sequencing and development.
		9-7	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
3.	Language Use	25-22	Excellent to very good: Effective complex constraction, few errors of agreement, tense, number, word order/function, articles, pronoun, perceptions.
		21-18	Good to average: Effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word/order function, articles, pronouns, perceptions, but meaning seldom obscured.

		17-11	Fair to fair: Major problems in simple/complex constructions, frequent errors negation. Agreement, tense, number, word/order function, articles, pronouns, perceptions or fragments, deletions, meaning confused or obscured.
		10-5	Very poor: Virtually no mastery of sentence construction rule, dominated by errors, does not communication, or not enough to evaluate.
4.	Vocabulary	20-18	Excellent to very good: Sophisticated range, effective word/idiom choice or usage, word form mastery, appropriate register.
		17-14	Good to average: Adequate range, occasional errors of word/idiom form, choice, usage, but meaning most obscured.
		13-10	Fair to fair: Limited range, frequente errors of word/idioms for choice, usage, meaning confused or scured.
		9-7	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
5.	Mechanic	5	Excellent to very good: Demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

		3	Fair to fair: Frequente errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obsecured.
		2	Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

To interpret students' score, the researcher use it as the measurment tool the students' ability the levels to group the students' score as follow:

Table 2.2 Interpret Students' Score

Letter	Value	Description
A	90-100	Excellent/ Very Good
B	75-89	Good
C	60-70	Fair/ Enough
D	45-69	Low
E	0-44	Very Low

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text that describe a particular person, place, animal, or thing. Zemach and Rumisek stated that "descriptive text is describing people, places, and processes.[10] In other words, descriptive text is a kind of text that has a purpose to give information about a thing or person that will be describe. Based on Petter and Watkins, "Describing is also used extensively in many text types, such as information reports,

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[10] Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, 25.

literary descriptions, descriptive recounts and due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations.[11]

According to Oshima and Hogue "a good description is a word picture; the reader can imagine the object, place, or person in his or her mind."[12] Descriptive expresses how something looks, feels, smells, tastes, and sound.

From the ideas previously, the researcher concludes that writing descriptive text is interesting activity, we describe about feeling, sound, smell, taste, and look of thing, person and place.

2. Generic Structure of Descriptive Text

The generic structure of descriptive text consists of identificaton and description.

a. Identification   : Identify the phenomena or objects or certain object want described. Usually the beginning of paragraph.

b. Description   : explain how such and characteristics of it being described it. In generally what a criterion depiction of the text type of part the object, qualitaty object or the characteristics and habit it.

Table 2.3 Example of Descriptive Text

Identification	*I live with my mother. She is best woman I have ever known. She is not tall but not short and she has long straight hair. Its colour is brown. Her eyes are like honey and she has bright skin. It is light brown. Her weight is 50 kg.*
	My mother is a very good person.

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[11] Petter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales, 2005), 97.

[12] Alice Oshima and Ann Hogue, *Introduction to Academic Writing, 6.*

Description	*Everybody admits that she is lovely, friendly, and patient. She love her family very much. She love me more than anything. I love my mother. She makes me go home earlier. She cook delicious food. I never eat at a restaurant, because my mother always prepare the meal.*

3. The Language Features of Descriptive Text

The language features of descriptive text are:[13]

a. The use of present tense

The present tense is predominantly use, for example: has, sleep, sings, etc.

b. Adjective

Adjective are used to add extra information to mound and may be technical, every day or literary, depending on the text.

c. Adverb

Adverbs are used to add extra information to verbs to provide more detail description.

d. Adverbial phrases

Adverbial phrases are used in descriptions to add more information about the manner, place or time.

According to explanation above, the researcher concludes that there are some components that have to attention in making descriptive text. Descriptive text is also usually used to develop an aspect of someone's writing, for example, to create or to describe a thing. With does component the students can make descriptive text well.

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[13] Petter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, 98.

C. Clustering Technique

1. The Definition of Clustering Technique

Clustering technique is one of the ways of teaching language, especially in writing ability for producing ideas. Blanchard and Root state that clustering is another prewriting technique.[14] It is a visual technique of showing how your ideas are connected using cycles and lines. When you cluster, you draw a diagram of your ideas. Oshima and Hogue defined "clustering technique is another brainstorming activity that can be used to generate ideas."[15] In addition, Richard and Renandya stated that "clustering is a simple yet powerful strategy in planning stage to help the students generate some idea."[16] For this study, clustering technique used is focused on spider cluster diagram to make easier in generate ideas on writing.

On the other hand, langan stated that the writers can use lines, boxes, arrows, and circle to show the relationship between the ideas and details that occur to them.[17] Not only circle in applying clustering technique, but many shapes can use in clustering technique to make students interested in learn writing.

From definition above, the researcher concludes that clustering is a process prewriting in order to make easier in producing the idea that comes in our mind through the shape such as arrow, box, circle, and any other shape that can be clasify the idea.

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[14] Karen Lourie Blanchard and Christine Baker Root, *Ready to Write: A first Composition Text* (New York: Pearson Education, 2003), 42.

[15] Alice Oshima and Ann Hogue, *Writing Academic English* (4th ed.) (New York: Longman, 2006), 25.

[16] Jack C Richards and Willy A Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, 316.

[17] Jhon Langan, *English Skill with Readings: Sixth Edition* (New York: McGraw-Hill. Companies, 2006), 22.

2. The Step of Using Clustering Technique

According to Oshima and Hogue that to use clustering technique first write your topic in the center of your paper and draw a "balloon" around it, then write whatever ideas come to you in balloons around the core, think about each of these ideas and make more balloons around them.[18] It means that the using of clustering must write the topic in the center first, and then circle the related details of the topic around it.

Beside that, according to Axelrod and Cooper, clustering works as follows:[19]

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

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

c. The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts or ideas.

It means that the steps of using clustering technique, you have to write topic in the center of a piece of paper, make the new idea and circle it. After that, you must connect the ideas related to the topic.

3. Teaching Writing Using Clustering Technique

According to Clouse, the followings steps in teaching writing using clustering technique are: [20]

Step 1: Introduce the concept of clustering technique to students. Tell them that clustering technique would help them in generating ideas when they started to write.

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[18] Alice Oshima and Ann Hogue, *Writing Academic English, 26.*

[19] Rise B Axelrod and Charles R Cooper, *The St Martin's Guide to Writing* (Boston: Bedford/St. Martins, 2016), 489.

[20] Barbara Fine Clouse, *A Troubleshooting Guide for Writers: Fourth Edition* (New York: McGraw Hill, 2005), 5.

Step 2: Leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center by using the box or other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students don't have to worry about generating ideas; it is free for them to organize their ideas as long as related to the topic given.

Step 3: Ask 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.

Step 4: After students are able to use clustering technique, ask them through the selected topic to make a descriptive text. Give students an evaluation to check their writing skill and to know their problems in writing.

Based on the mentioned above, it can be concluded that clustering technique is easy to be applied in teaching writing to the students. By using clustering technique in writing descriptive text, it will ease the students to make their ideas before they organize and combine sentences into a paragraph.

4. Advantages of Using Clustering Technique

The Clustering technique has advantages as follows:

a. Clustering technique useful for the students to increase and organize their ideas systematically.

b. Using clustering technique, students will be motivated to write a good paragraph because this technique is attracting.

c. Clustering technique can clearly show what the students thought.

d. Clustering technique is easy to be applied by the teachers. The teachers can apply it without using a lot of teaching media.

5. Disadvantages of Using Clustering Technique

The disadvantages of using word cluster technique can be explained as follows:

a. Clustering technique is not good when it is used to write an essay writing which has long paragraph.

b. The learners will confuse how to use clustering technique because the learners confused where to start writing.

From disadvantages above, there are the problem will appears in teaching learning English using clustering technique that are students did not have an idea about the topic given and they have difficulty in developed sub topic especially in writing descriptive text.

6. Example of Clustering Technique
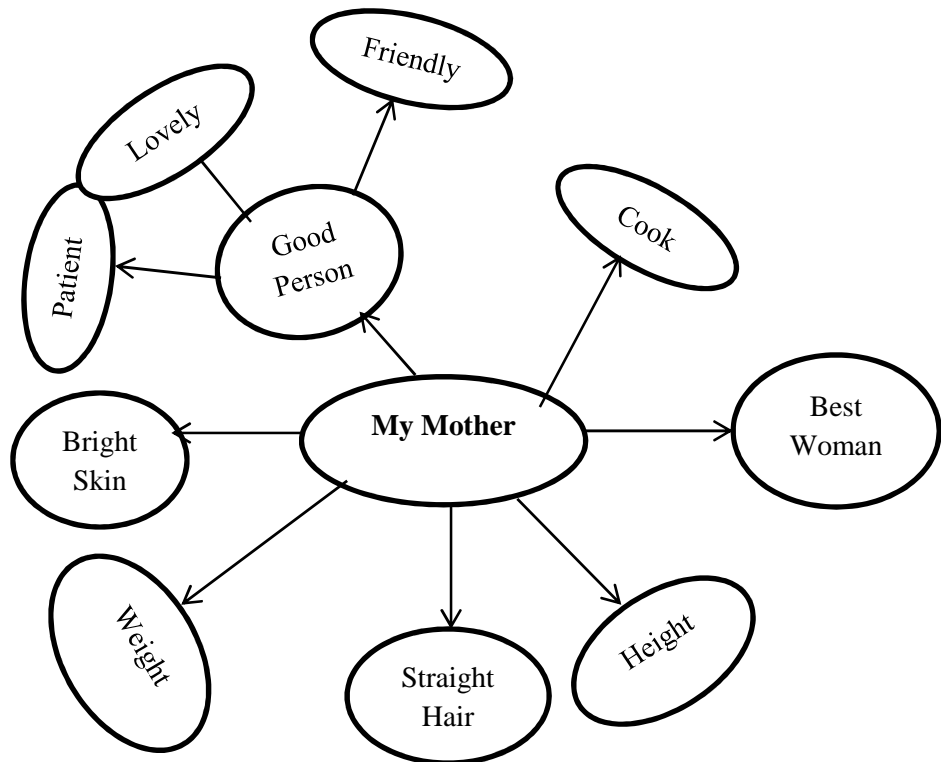
My Mother

I live with my mother. She is best woman I have ever known. She is not tall but not short and she has long straight hair. Its colour is brown. Her eyes are like honey and she has bright skin. It is light brown. Her weight is 50 kg.

My mother is a very good person. Everybody admits that she is lovely, friendly, and patient. She love her family very much. She love me more than anything. I love my mother. She makes me go home earlier. She cook delicious food. I never eat at a restaurant, because my mother always prepare the meal.