CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

In this chapter, the writer explains teaching English in SMP 1 Jati Kudus, purpose of teaching English, curriculum of teaching, materials of teaching, definition of writing, genre, descriptive text, Clustering Technique, Clustering Technique in teaching writing descriptive text, review of previous research, theoretical framework, and hypothesis.

2.1 Teaching English in SMP 1 Jati Kudus in Academic Year 2012/ 2013

In teaching and learning process in the classroom, we cannot separate between students and teacher. Student is someone who receives the materials. Teacher is someone who delivers the material and guides the students in learning process. If we talk about teacher, we will talk about teaching. Hornby (1986:886) defines teaching is giving instruction in order somebody to know or be able to do something. In addition, Brown (2000:7) defines teaching as, "Showing or helping someone to learn how to do something, giving instructions. Guiding in the study of something, providing with knowledge, causing to know or understand". From the definition above teaching can be concluded as an activity that related among teacher and students which has purpose to guide and know about something or knowledge.

Teaching English in SMP 1 Jati Kudus consists of four skills, i.e.: listening, speaking, reading, and writing. These skills have elements such as: grammar or

sentence structure, vocabulary, and pronunciations. Students are taught how to arrange word to be a good sentence, how to pronounce the word correctly and introducing the new English word. Teaching English in this grade is only focus on giving introduction to English.

Teaching English in SMP 1 Jati Kudus is four hours in a week for each class of the eighth grade students. One hour lesson is 40 minutes. SMP 1 Jati Kudus has four teachers who handle English teaching learning process.

2.1.1 The Purpose of Teaching English in SMP 1 Jati Kudus in Academic Year 2012/ 2013

English teaching in Junior High School is very important because it is the first stage for the students to use English communicatively. SMP 1 Jati Kudus uses KTSP for teaching activities. In the curriculum for junior high school, it is mentioned that English teaching has purposes to:

1. Develop communicated competence in oral and written form to acheive functional literacy level
2. have awareness about the reality and the importance of English to increase nation competitiveness in global society
3. develop the understanding of students about the relationship between language and culture

Moreover, the main purpose of teaching English is to get the students mastering four skills: speaking, listening, reading and writing. Others elements

such as grammar, or sentence structure, vocabulary and pronunciation are given to support their English mastery.

2.1.2 The Curriculum of Teaching English in SMP 1 Jati Kudus in Academic Year 2012/ 2013

As we know that English has important role in globalization era, the Indonesian Government established English as a foreign language that is important to be taught in all kinds of school education grade in Indonesia. English is established as one of subjects that are must taken by students. In teaching English in every school should be based on the curriculum.

The English teaching in SMP 1 Jati Kudus is based on KTSP (Kurikulum Tingkat Satuan Pendidikan). KTSP is operational curriculum that is arranged and done by each of school. KTSP is arranged by teachers, school committee, counselor, headmaster as a leader trap member, and is supervised by Educational Department. Badan Standar Nasional Pendidikan (2006:5) states that KTSP consists of education aims, structure, and curriculum content of educational unit degree, educational unit degree, educational calendar and syllabus.

According to Mulyasa (2009:22), KTSP has two purposes. Generally, the purpose of KTSP is to empower schools through the granting of authority to educational institutions and encourage schools to conduct participatory decision-making in curriculum development. But, especially the purposes of KTSP are:

1. To improve the quality of education through self-reliance and initiative in developing the school curriculum, manage and empower the available resources.
2. To increase awareness of citizens and public schools in curriculum development through shared decision-making.
3. To promote a healthy competition between schools of education quality will be achieved

2.1.3 Materials of Teaching English in SMP 1 Jati Kudus in the Academic Year 2012/ 2013

In order to achieve the purpose of English teaching in Junior High School, the teacher must choose suitable material related to their students need. In SMP 1 Jati Kudus, the material of English teaching is based on the syllabus that given by the government who has the authority.

The material of English teaching served in SMP 1 Jati Kudus use textbook which entitled *Let's Talk* and the publisher is Pakar Raya and also the students' exercise book (LKS) *English Supplementary Material VIII A*.

Table 2.1 The Material of English Teaching of Eighth Grade Students in SMP 1 Jati Kudus Odd Semester.

No	Theme	Material
1.	Descriptive	Asking and giving help Asking and giving thing Asking and giving opinion Admit and deny fact

		Genre: Descriptive Announcements and invitation letter
2.	Recount	Asking, accepting and refusing invitation Expressing agreement and disagreement Expressing of commend Expressing of congratulations Genre: Recount Text

2.2 Writing

Everybody agrees that the objective of the teaching of English in Indonesia is that the students will be able to use English for communication. Communication involve the use of four language skill such us listening, speaking, reading, and writing, but the writing skill requires more capabilities than others language skills and it needs special preparation. The student usually gets difficulty when their teachers ask them to write. Writing is like their enemy, it is proved when the teachers ask to make a text, and they feel lazy.

Writing is an important thing even though it is different skill to be developed. It is very important to be taught. We can imagine how about if we cannot write. Of course any document that can be evidence as history. It is clearly a complex process. Because of those reasons, in this sub- chapter the writer would like to describe about the definition of writing, types of writing, and process of writing.

2.2.1 Definition of Writing

Definition of writing is different from one linguist to another. Some experts usually define it by looking at its characteristics. According to Kern (2000:172) writing is a process to develop ability to think explicitly about how to organize and express thoughts, feelings, and ideas in way compatible with wished readers' expectations. While Harmer (2004:4) said that to deliver from that explain of course we used to practice of express what idea in our mind in the form of list, letter, essay, reports, or novels. He adds when write something, we usually expect somebody to read it. It is easy for us to understand what we have written. Because we already to know what we want to say. However, it might be difficult for other people to understand.

From those explanations, the writer concludes that writing is an activity which expresses knowledge, idea, and feeling in form of text so that the result can be enjoyed and understood by the readers.

2.2.2 Types of Writing

There are many different types of writing, all with different aims and meanings. By knowing the different types of writing we will start to recognize them in everything we read.

In http://www.teach-nology.com/themes/lang_arts/typesofwriting/ there are five main types of writing; expository, descriptive, narrative, persuasive, and creative writing;

1. Expository

   Where the author intends to inform, explain, describe or define their subject to the reader. This is the most common type of writing that we will find in text book and online. An example of expository writing is “How to” articles, where the author is explaining how to build or to do something yourself.

2. Descriptive

   Explain things in great detail by using a lot of great visual words to help you see the person, place or thing we are writing about. The descriptive writing guide focuses on making a written advertisement, reporting on an event, and describing person/ object.

3. Narrative

   It is very common novels, poetry and biographies. The narrative writing guide focuses on biographical, fictional, and personal writing.

4. Persuasive

   This type on the opinion of the writer or issue the writer is writing for. The persuasive writing guide focuses on writing opinion essays, problem- solution essays, and pro- con essays.

5. Creative Writing

   Perhaps creative writing is the most fun type of writing. Creative writing is often thought provoking, entertaining and more interesting to read than say persuasive writing is. Short stories, poetry, novels and plays often fall into creative writing category. It doesn’t necessarily need to follow any line of facts, just as it’s interesting to read.

2.2.3 Process of Writing

According to Harmer (2004:4), the writing process is the stage goes through in order to produce something in its final written form. The writer not only needs to know the process of writing, but also need to apply these processes to the works. It will help the writer to organize idea logically.

According to Heinemann citied in Palmer (1994:8),” there are six common process of in writing: prewriting, drafting, sharing, revising, editing and publishing”. The explanations about six common components of the writing process as follows:

1) Pre-writing

   Pre-writing is the time to gather information, to experiment with the ideas, and to plot a course. It is time for students to get ready to write. Palmer (1994:47) states that pre-writing is the process before a single word at the same time a writer decides to write about something where the aim is to generate ideas, thought, and images and to plan for writing. This stage is useful for the students in helping them deeply and personally involved in the process of writing. Blanchard (2003:41) explains that brainstorming and clustering are the ways to warm up before writing.

2) Drafting

   During this stage, the students translate their thoughts and ideas into sentences and paragraph. It should be done with a particular purpose and audience in mind.

3) Sharing

This stage gives the respond with questions and comments for the writer. Its purpose is to help the writer clarify the piece for its intended audience.

4) Revising

During the process of revision, the writer expands ides, clarifies meanings, and reorganizes information.

5) Editing

During the editing phase, the writer focuses on the conventions of language. Spelling, punctuation, syntax, and structure are analyzed and corrected. The students should have access to dictionaries, thesauruses, style sheets and another reference material at this stage.

6) Publishing

To publish the students writing can take a variety of forms; individual books, class books, newsletter, literacy, magazines, and bulletin board displays.

Meanwhile, Harmer (2004:4) adds that there are three processes of writing. They are:

1. Planning

Before the writer starts to write, he or she should be thinking about topic and involve making detailed notes based on topic. When planning, the writer has to think about three main issues. First of all, the writer has to consider of the purpose of their writing. Secondly, the writer thinks of the audience, because it

is influence the shape of the writing and choice of language. Thirdly, the writer has to consider the structure of the content.

2. Drafting

   In this process, the writer makes first version as draft of writing. Then, the writer uses the ideas as a guide. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

3. Editing (Reflecting and Revising)

   After the writer produces a draft, it is impossible to write a perfect draft. Perhaps the writing is not clear or ambiguous. Reflecting and revising are often helped by others who give a comment and suggestion.

From the explanation above, the writer concludes that there are some stages in process of writing. This current instruction focuses on the process of creating writing rather than the end product.

2.3 Genre

Gerot and Wignell (1994:17) argue that genre can be defined as culturally specific text type which results from using language (written or spoken) to help or accomplish something. A genre is a staged, purposeful activity in which speakers engage as member of our culture.

Lexicogrammatical is also important in arranging a text. Trough lexicogrammatical choices the meaning is built up in a text. Different genres deploy the resources for meaning making through the grammar in different ways.

Thus, genre is kind of texts arranged based on their own generic structure and language features dealing with social purpose.

2.3.1 Types of Genre

According to Gerot and Wignell (1994:192), there are twelve genres that will be explained as follows:

a) Spoof

To retell an event with a humorous twist.

b) Recount

To retell events for the purpose of informing or entertaining.

c) Reports

To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

d) Analytical Exposition

To persuade the reader or listener that something is the case.

e) News Item

To inform readers, listeners and viewers about events of the day which are considered newsworthy or important.

f) Anecdote

To share with others an account of an unusual or amusing incident.

g) Narrative

To amuse, entertain, and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

h) Procedure

To describe something is accomplished through a sequence of sections or steps.

i) Descriptive

To describe a particular person, place or thing.

j) Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case.

k) Explanation

To explain the processes in the formation or workings of natural of sociocultural phenomena.

l) Discussion

To present (at least) two points of view about an issue.

m) Reviews

To critique an art work or event for a public audience.

2.4 Descriptive Text

In this skripsi, the writer focuses on Descriptive text. Descriptive is kind of genre which has been taught in junior high school. It has social function to describe a particular person, place or thing. The tense that used in descriptive text is simple present tense (Gerot and Wignell, 1998:194).

2.4.1 The Generic Structure of Descriptive Text

There are some generic structures that have to be considered to write a descriptive text. The generic structures are:

a. Identification : identifies phenomenon to be described

b. Description : describes parts, qualities, characteristics

Table 2.2 The Example of Descriptive Text

Title	**My Classroom**
Identification	Our school has eighteen classrooms. One of them is my classroom. It is large and always clean. We swept it every morning.
Description 1	My classroom is located in front of the teacher office. It is not far from the science laboratory.
Description 2	My classroom has twenty tables. There are forty chairs. We sit on them. There is a big whiteboard. It is in front of the class. There is also a small whiteboard behind the students. We always write announcements on it. There is a teacher desk near the big whiteboard. We put a vase on it. There are some flowers in the vase. They are beautiful. There are a clock and some pictures on the wall.

Source: *English Supplementary Material for Junior High School*

2.4.2 The Grammatical Features of Descriptive Text

Based on http://www.belajarbahasainggris.us/2012/02/teks-descriptive-descriptive-text.html the grammatical features of descriptive text are:

1. Descriptive text uses Simple Present Tense (go, eat, fly etc)

2. Descriptive text uses describing, numbering, classifying adjective (two strong legs, sharp white fang, etc)
3. Descriptive text uses relative verbs to inform about subject (my mom is really cool, it has very thick fur, etc)
4. Descriptive text uses thinking verbs and feeling verbs (police believe the suspect is armed, I think it is a clever animal, etc.)
5. Focus on specific participants (my mother, Tina's doll, my pet, etc)

2.5 Clustering Technique

Clustering is almost like drawing a map of your thoughts, using circles, lines, arrows, and words. It is a technique aimed at pulling as many different related thoughts out of your mind as possible, and as quickly as possible. On any given subject, each person's cluster will be different from other students' cluster. For example: if the given topic was "fauna", the writer would write word "fauna" in the center of the page. Then, using other lines and circles and arrows, he or she would write down words representing thought, ideas, feelings, objects, or actions. Based on Palmer (1994:50) clustering is visual representation that can be used to help the writer to generate, clarify, expand and organize idea. Blanchard (2003:42) claims that clustering is visually to show the idea that is connected using circles and lines. Sahbaz and Duran (2011:705) states Cluster, which means the connections of thoughts and conceptions to each other with connotation, develops around a focus. Based on (http://volcano.oregonstate.edu/education/livingwmsh/is/cm.html) Clustering is a technique for collecting thoughts

around some stimulus, for finding a focus, and for allowing a sense of the whole configuration to emerge even though all the details are not yet apparent.

Leksono in Cahyono (2009:79) claims that:

> "Clustering is a process of reorganizing and rearranging (moving) the most important ideas and information from reading materials or textbooks and converting them into a diagram with your own words to help you understand and remember what you read. Because clustering makes it easier to organize and remember what you have read, it is useful technique. Moreover, clustering can help you organize your own writing then they are use as a pre-writing technique".

Based on those statements, the writer can conclude that clustering is a way of prewriting that can be used of students to develop, organize or collecting ideas and finding direction in writing easily by using circles and lines.

Clustering and *Mapping* are two visual techniques of generating ideas for an essay or writing project. Both techniques can help people to generate ideas and to begin organizing those ideas. You can just grab your pen, and blank sheet of paper, and start writing. Like on a road trip, you don't do a lot of planning first. In fact, for these kinds of brainstorming activities, you will be more successful if you don't even use a computer. There is the difference between clustering and mind mapping. *Mind maps* are a little less structured than *cluster diagrams*, but both techniques are quick ways to discover your opinion and organize your thoughts. In fact, they both work if you haven't quite gotten a handle on your topic yet because they help you see relationships between ideas you already have. For either approach, you start with a blank sheet of paper and jot your ideas down without much care for whether or not they are good ideas. Sorting out the bad ones comes later and shouldn't slow you down in this first process. After you

have your ideas, it is time to organize them using circles, boxes, and arrows. However, this is where the two techniques really depart company. In a *map* your will look for relationships to use later in forming paragraphs, but in a *cluster diagram*, you will begin organizing your paragraphs right away. Some writers start with the basic circle diagram and then choose what to do with it once they decide how focus them already are on their topic. If things are a little vague, they go for the map. If a good ideal jumps right out at them, they choose the cluster diagram.

Clustering technique is not only used for teaching writing skill but also the other skills. Fikri (2012) in his research entitled, "The Effectiveness of Clustering to Teach Reading Comprehension Viewed from Students' Interest (An Experimental Study at the Eleventh Grade Students of MAN 1 Ponorogo in the Academic Year of 2011/2012)" showed that clustering is more effective than direct instruction to teach reading for the students. The reading achievement of the students with high interest is better than achievement of those with low interest and there is an interaction between teaching techniques and students' interest.

2.5.1 The Advantages and the Disadvantages of Clustering Technique

Every technique of teaching has strength and weakness. Teacher must consider kind of technique which is suitable with their students and giving opportunities to the students to be active in a process of teaching and learning in achieving the purpose or the standard competency.

According to http://repository.upi.edu/operator/upload/s ind 060331 chapter2.pdf, the advantages of Clustering Technique are as follows:

1. *Flexible*. If there is an idea which come from mind can be added soon or written in a certain place without change the available structure
2. *Learners can be focus in writing*. Clustering can be a tool for focusing attention of the learners to the main idea
3. *Improve understanding*, when read the result of clustering, it can improve understanding and give the review
4. *Fun*. Imagination and creativities that are limited can be an interesting activity because learners make bubbles before writing

While, the disadvantages are as follows:

1. Difficult in arranging words into a sentence
2. Learners sometimes make some mistakes in grammar
3. Minimum of vocabulary, so the learners will be difficult to improve their ideas
4. Learners sometimes are confused how to use it because the learners confused where to start writing

2.5.2 Steps of Clustering Technique

There are five steps to create clustering (Blanchard 2003:32), they are:

1. Writing nucleus or topic word in center of blank paper
2. Drawing circle around it, writing down each idea or new word that comes to mind
3. Circling those
4. Connecting it with line, writing more ideas in circle near the new ideas

5. Connected them; the idea is to let thoughts run quickly without editing, censoring, or worrying about proper sequence, and the step is repeating the process if there is more idea that must be explore.

The example of Clustering Technique about **"My Classroom"**:

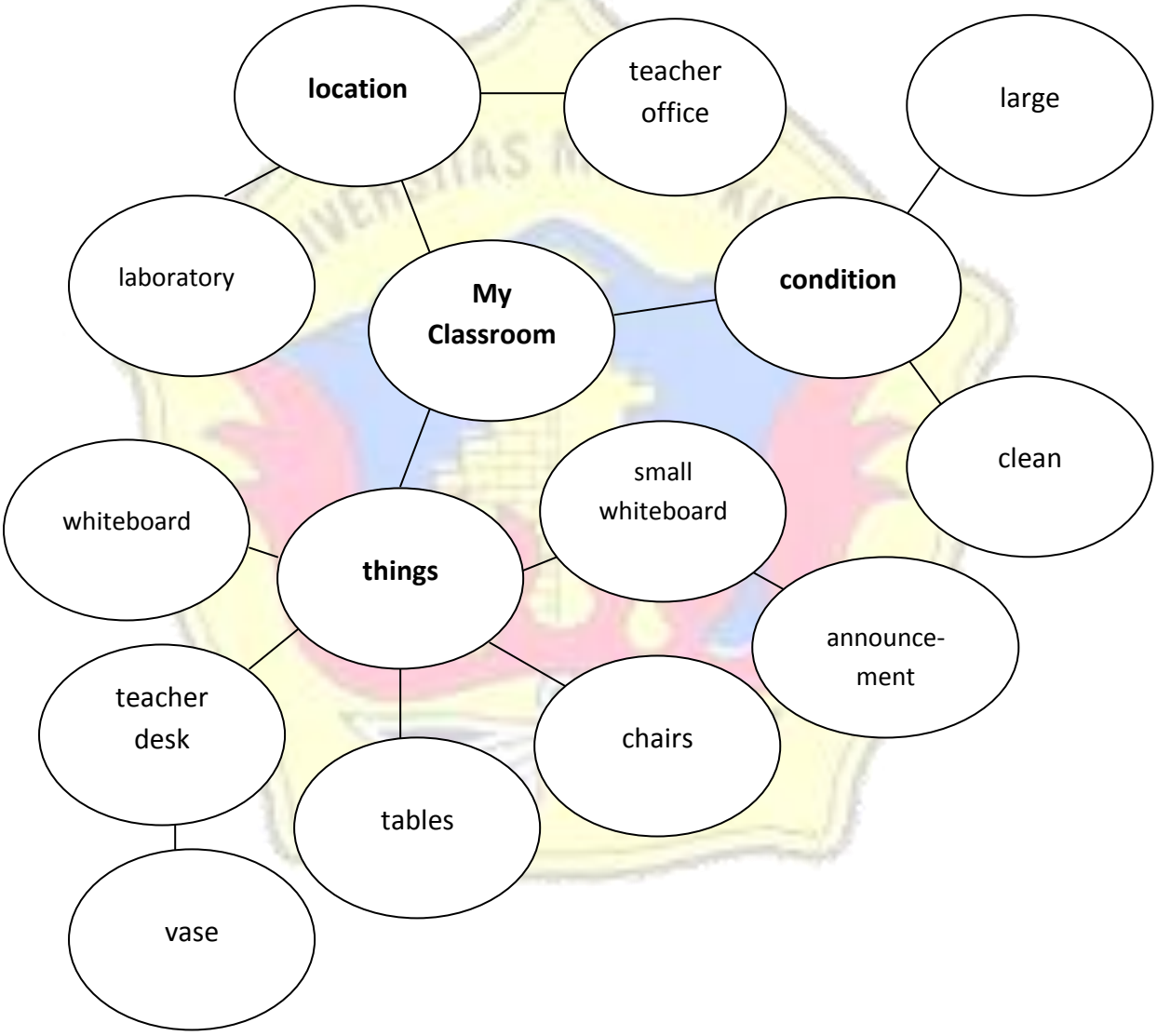

Figure. 2.1 The Example of Clustering Technique

2.5.3 Teaching Writing of Descriptive Text by Using Clustering Technique

The judgment of writing that is difficult is caused by the students cannot gather and explore their idea on topic that as we know exploring idea in making text is important to get the good writing. It is duty for the teacher to help the students.

The teacher has to be a facilitator to the students in writing activity successfully. The teacher needs to be able to suggest ideas to help the students when they get stuck.

Descriptive text is one of genre taught for junior high school students. This text has a goal to describe a particular person, place or thing. Previously, gathering and exploring idea are hard to do for the students. The use clustering in teaching writing a descriptive text is actually meant to help the students to express their thought and idea of what they are going to write. Clustering can do for older students what drawing a picture does for young children (Bromley citied in Palmer (1994:54). So, it is appropriate to apply for the junior high school especially in the eighth grade students.

The use of clustering can make the students interested and motivated by visual representation. The writer conducts some steps in teaching writing descriptive text by using Clustering Technique. They are as follows:

1. The exercise will begin with the teacher gives a topic.
2. The teacher asks the students to tell everything about the topic

3. The students deliver the idea, and the teacher makes a clustering based on the students' ideas at the same time. Through the clustering, it gets many ideas and the explanations that are caught and be organized well in a short time.
4. After that, the students get the model of text. Here, they know the final work of written text.
5. The teacher and the students discuss to make clustering based on the text to understand the meaning of each paragraph of the text
6. Starting from the title, the students could get the topic that put on the center of paper. In the first paragraph, they could find the ideas then they drew circles around the circle of the center and connected them with line.
7. It was continued the same way to the next paragraphs.
8. Then, from the whole of clustering, they can decide the social function.
9. After understanding all about how to write descriptive text, the students have to make a text by using clustering.

In the final aim of the teaching writing a descriptive text by using clustering is that the students are hoped to be able to compose a well organized written text with appropriate vocabulary, good generating ideas and correct pattern.

2.6 Review of Previous Research

Writing is one of the skills that is interesting to be researched. Many scientific studies had been conducted on this skill. Here is the previous study related to this research which is relevant in teaching English:

The previous study was set by Olyvia from Muria Kudus University, entitled "The Use of Clustering to Teach Writing in Analytical Exposition Text to

The Eleventh Grade Students of MAN 01 KUDUS in Academic Year 2009/ 2010." The purpose of the study was to find out whether there is a significant difference between the ability in writing analytical expositions text of the eleventh grade students of MAN 01 KUDUS in academic year 2009/ 2010 taught by using clustering and guiding question. She conducted experimental research in two classrooms. From the analysis, the students who had been taught by using Clustering were 94 and the lowest score is 59. The students who had been taught by using Guiding Question were 79 and the lowest score is 45. There is a significant difference between the ability in writing analytical text of the students taught by using clustering and guiding question.

The previous research seems similar with the writer's research, because of using an experimental research and clustering as kind of technique of teaching. But, there are differences between this skripsi and the previous research. In conducting the research, Olyvia uses Clustering Technique to measure the ability in writing analytical expositions text of the eleventh grade students of MAN 01 KUDUS in academic year 2009/ 2010 and she uses two classes (Clustering Technique to teach experimental group and Guiding Question to teach control group) without pre- test. While the writer uses Clustering Technique to measure the writing ability of descriptive texts of eighth grade students of SMP 1 Jati Kudus in academic year 2012/2013 and the writer uses one group with pre- test and post- test.

2.7 Theoretical Framework

Leksono in Cahyono (2009:79) claims that, "Clustering makes it easier to organize and remember what you have read, it is useful technique. Moreover,

clustering can help you organize your own writing then they are use as a pre-writing technique".

This research is assumed that there is any significant difference between the writing ability of descriptive texts of eighth grade students of SMP 1 Jati Kudus in academic year 2012/2013 before and after taught by using clustering technique. The students can explore their ideas through this technique. They can make a descriptive text easily through clustering technique.

2.8 Hypothesis

The hypothesis of this research is there is a significant difference between the writing ability of descriptive texts of the eighth grade students of SMP 1 Jati Kudus in academic year 2012/2013 before and after taught by using Clustering Technique.