

II. THEORETICAL FRAMEWORK

This chapter discusses about theories underlying the research that covers: writing, descriptive text, teaching writing, teaching descriptive writing, word cluster, procedure of teaching descriptive text writing through word cluster, teaching descriptive text writing through word cluster, advantages and disadvantages of word cluster, theoretical assumptions, and hypothesis.

2.1 Writing

According to Raimes (1983: 76), writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication.

Writing is productive skill in the written form. Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thought to others through a written form such as letter, message, or invitation for communication. Furthermore, Linderman (1983) said that writing is a process of communicating using conventional graphic system to convey a message to the reader. Writing skill deals with the ability to arrange graphic system such as letter, word, and sentences of a certain language being used in writing communication in order that the reader can understand the message or information.

In the process of writing, the writer can be concluded successful if his/her writing contains some aspects of writing. According to Jacobs et al (1981: 90) there are five aspects of writing as follows:

1. Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he or she can. As general rule, clarity should be his or her primary objective. The selection of words that express his or her meaning precisely is considered much rather than skew it or blur it.
4. Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.
5. Mechanic refers to the use graphic conventional of the language. For instance, the steps of arranging letters, words, sentences, paragraphs, punctual, and capitalization.

In summary, it is obvious that fundamental aspects writing skills are the content (the substance of what the writer wants to say), the organization of ideas (in order to achieve unity and coherence aspects), grammar (the system of rules governing the conventional arrangement and relationship of words in a sentence), vocabulary (the selection of words those are suitable with the content), and mechanics (the use of spelling, punctuation, capitalization, hyphenation and abbreviation). All of these aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

Here is the example of descriptive text:

An elephant is the largest and strongest of all animals. It is a strange looking animals with it thick legs, huge sides and backs, large hanging ears, a small tile, little eyes, long white tusks and above all it has a long nose named the trunk.

The trunks is the elephant's peculiar, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk servers the elephant as a long arm and hand. And elephant is very clumsy and heavy and it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

(Adopted from English Book for Junior High School)

2.2 Descriptive Text

Descriptive text is one of the texts taught in KTSP besides narrative, spoof, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. Descriptive text is a text that is used to give the readers description about a particular person, place, or thing (DEPDKNAS 2006: 81). It focuses on the characteristic features of a person, an animal, or a particular thing. When reading, a reader is expected to be able to visualize how the person, the place or the thing looks like through the description in the descriptive text.

Social function of communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. To achieve its purpose, the descriptive text will move through a different set of stages:

1. Identification: identifies phenomenon to be described.
2. Description: provides details of the topic such as parts, qualities, characteristics, etc.

The stages above are the generic structure/ text organization of the descriptive text. The generic structure of this text has two parts, which are identification and description. Identification is used to identify the phenomenon to be described. It is usually begun with the statement responding to the questions of what or who: what is going to be described or who is going to be described in the following sentences. For examples, when a writer wants to describe about a person, he or she will start his identification by mentioning the name of the person and the general identification about who he is. And if we will describe about a room, he or she can start by mentioning what room he will describe and the general information or identification about the room. Therefore, in description, the writer focuses on the description of the parts, the qualities and the characteristics of a place, person or thing to be described. After a person is identified, for instance, the writer describes characteristics of the person from his personal information, personality traits and physical appearance. But when a writer a writer describes about a room, he can describes about the furniture, the function of the room and many others.

Besides generic structure, descriptive text also has language features (lexica grammatical features). The following are the language features of descriptive text:

1. Focus on specific participants: a particular class or thing, person, or place (e.g. Queen Elizabeth, Radar Lampung, and Train) rather than generalized participants (e.g. the royal family, newspaper, public transportation).
2. Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as *taste, smell, appear, look, is am, are, etc.*).
3. Use of simple present tense.
4. Frequent use of classifier in nominal group (e.g. one of..., many of..., et.)

The significant lexicon grammar features of descriptive text include the use of specific participants, attributive, process identification, epithets and classifiers in nominal groups, simple present tense and sometimes past tense. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore. Beside that, descriptive text also often uses neutral and objective language. As in this research, students are expected to write a short descriptive text, about 100-150 words, they will only be asked to write a text of descriptive text. In a longer text, the first text is usually used to identify what or who will be described. Then, the following text is used to describe the specific characteristics of the phenomenon described. But as its short length, the first to the third sentences will be used for identification and the following sentences will be used for description.

The following is the example of descriptive text taken from School-Based Curriculum (2006:149):

1) Identification

Natural bridge national park is a luscious tropical rainforest.

Identification is used to identify the phenomenon to be described. It is usually begun with the statement responding to the questions of what or who: what is going to be described or who is going to be described in the following sentences. For examples, when a writer wants to describe about a place, he will start his identification by mentioning the name of the place and the general identification about the place.

2) Description

It is located 110 kilometers south of Brisbane and is reached by following the pacific highway to Nerang and then by traveling through the Numinbah valley. The scenic roadway lies in the shadow of the Lamington National park.

The phenomenon of the rock formed into natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometers walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pool. Night-time visitors to the cave will discover the unique feature, of the glow worms.

Picnic areas offer toilets, barbecues, shelter shed, water and fireplaces; however, overnight camping is not permitted.

In description, the writer will focus on the description of the parts, the qualities and the characteristics of a place to be described. After a place is identified, for instance, the writer will describe characteristics of the place from the location, the scenery of the Lamington National Park and many others.

From the example of the descriptive text above, it can be seen that the organization of the text consists of two part, they are identification and

descriptions. Identification identifies phenomenon to be described (Natural Bridge National Park). In other hand, descriptions tell the Natural Bridge National Park more clearly.

2.3 Teaching Writing

According to Brown (1980:7), teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teachers helps the students and guides them to learn the material easily. In relation in teaching writing, Reid (1993:27) said that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to built students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

Meanwhile, Lado (1959:125) states that the goal of teaching foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement. Raimes (1983) also states that learning to write is not only learning how to use orthographic symbol, but primarily how to select and organize experience according to certain purpose. It follows that teaching to write is different in every important way from teaching to speak to teaching active thought.

Yuwono (1994:16) states that in order to be successful in writing, an English teacher should guide his students in writing, in which the material presented are relevant to their interests, needs, capacities and age until they are able to make a

composition with few or even no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for the teacher to provide the materials which are relevant to the students' interests and needs. Besides, the students' capacities and age are crucial aspects to be taken into account in guiding the students to make a composition.

Since both writing and speaking are productive and active ability, teaching writing is not similar to teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the results can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form. There are some elements of writing skill that are needed in teaching writing such as content, grammar, organization, vocabulary, and mechanic. These elements can not be separated each other. Teacher needs to take account into them while teaching writing. In other words, teaching writing guides the students not only to write sentence in text but also to organize the ideas in written form.

2.4 Teaching Descriptive Writing

Smalley and Ruetten (1986) says that descriptive writing is referring to passage intended to describe the reader about something. In relation to teaching descriptive text writing, teacher should help students express anything in their mind about certain object into words and sentences. They should describe an object clearly in order to make the readers able to see the object in their mind as clearly as possible.

To achieve this goal, the students need teacher's helps. Teacher can start to help the students by asking them to describe a topic. They can start to describe the topic by explaining its habits, parts, characteristics, quantities, and qualities. If the students are able to describe them clearly, the purpose of descriptive text automatically can be achieved easily.

To sum up, when the teacher teaches the descriptive text writing, he/she focuses on three important things. The first is how to express and develop students' ideas into the text. Students should know how to choose and write the main idea and then develop it with the generic structure of the text. The second is the three steps of writing process. They are planning, drafting, and revising. And the last, the teacher should think of interesting activities that can help students to express their ideas. Interesting activities can motivate the students and make them enjoy the learning process. Here is the example of descriptive writing:

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side.

Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide.

Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

2.5 Word Cluster

Macdonald and Macdonald (1996: 34) say that word cluster is a type of free associated listing. It begins with a core-word, a word that acts as a mental stimulus to make the writer come up with related terms that branch out from the center term. One term leads to another and another to create a complex network of diverse ideas, all related back in the same way to the core stimulus word. Meanwhile, Manser (1991: 73) states that cluster means a group of things close together or forms a close group. It means that cluster is a group of specific words that are related to a general word.

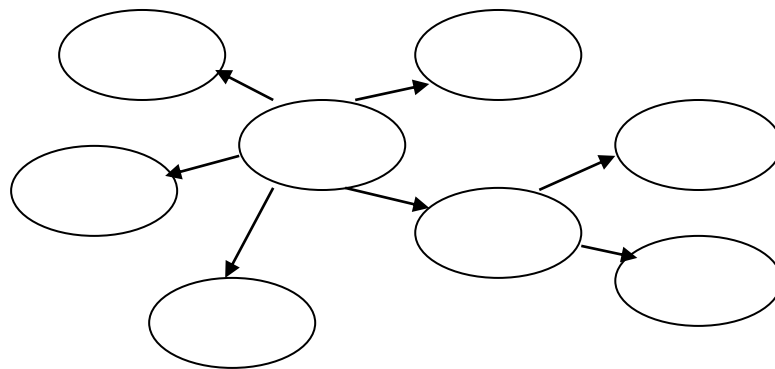
Macdonald and Macdonald (1996: 34) also state that word cluster is a good way to generate general unifying categories (abstractions) as well as a way to come up with specific support (details). This is true because the word clue is developed from the most general (the core) until the most specific (the branch). The students' task is only to develop sentences from the clues that are already made before. It will be much easier because they already know what they are going to write in their paragraph.

Hogue (1996: 91) states that word cluster like listing is another way to get ideas to write about something and write them in circle or bubbles, around the topic. Based on this statement, word cluster is the writing technique to develop their ideas (learners) and write the words or phrases in circles or bubbles. Seow (2002: 316) defines that clustering is a simple yet powerful strategy. Its visual character seems to stimulate the flow of association and particularly good for students who know what they want to say but just cannot say it.

Word cluster is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, word cluster allows learners to begin without clear ideas. So, it can be concluded that word cluster can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The learners can do it on their own or with friends or classmates to try to find inspiration or ideas.

Word cluster is a nonlinear activity that generates ideas, images and feelings around a stimulus word as follows:

Figure 2.1 Word Cluster



Based on this statement, word cluster is an activities that generate idea by using circles and it starts from a stimulus word or the words expectation, then develop them into several groups.

Reid (1993: 6) mentions that the invention of word cluster helps writers to generate, develop, and arrange their ideas. It can be said that word cluster helps the learners in developing their idea. The goal of word cluster is to determine the intrinsic grouping a set of unlabeled data. It can be shown that there is no absolute “best” criterion which would be independent of the final aim of the word cluster.

Consequently, it is used to supply this criterion, in such way that the result of the clustering will suit their needs.

To begin to cluster, choose a word that is central to your assignment. For example, the core-word is “expectations”, write that word in the middle of your sheet of paper. Circle “expectations,” then write words all around it—words that occur to you as you think of “expectations.” Write down all words that you associate with “expectations,” words that at first may seem to be random. Write quickly, circling each word, grouping words around your the central word. Connect your new words to previous ones with lines; when you feel you have exhausted a particular avenue of associations, go back to your central word and begin again.

Based on the statement, it can be concluded that in clustering technique, there are some steps: (1) Choosing a word or phrases; (2) Putting the word or phrases in central; (3) Circling the word or phrases; (4) Writing words all around the word or phrases that associate with the word in central; and (5) Connecting the new word or phrases to previous ones with lines. Moreover, word cluster technique helps the writer or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form. Word cluster involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. If association generates further associations, chains of associated words are produced. Furthermore word cluster is related to words or phrases. The learners start to write down the ideas and then the ideas are connected by using an arrow or line. It is used to overcome

the difficulty in developing ideas. It is effective in reading activity and developing writing skill. It is also effective if the learners are rich in vocabulary.

2.6 Procedures of Teaching Descriptive Text Writing through Word Cluster

The material is presented like the followings:

AGNES MONICA

Agnes Monica is famous actress in Indonesia. She was born in Jakarta, Indonesia, on July 1, 1986. Her full name is Agnes Monica Sukma, but she is well known as Agnes Monica. Her parents are Ricky Muljoto and Jenny Siswono and they are 100% behind her in everything she does. Agnes Monica has only one sibling. His name is Steve Muljoto. He is about nine years older than Agnes. Despite her young age, Agnes has already released three albums, Si Meong, Yess, and Bala-Bala. She also became a TV presenter. When she was 15, she played a significant role in a TV series called Pernikahan Dini. She received several awards for her role as Dini. Agnes Monica continues producing more albums and acting. She becomes more famous everyday. Thousand of her fans attend her concerts.

The procedure of Teaching Descriptive Text Writing through word cluster is presented as follows:

Pre-writing activity:

- a. The students are asked to mention the most famous actress or actors in Indonesia, e.g.

T: Students, who is the most famous actress or actors in Indonesia?

S: The most famous actress is Agnes Monica.

- b. The students are asked what they know about descriptive text, e.g.

T: Students, do you know what descriptive text is?

S: Descriptive text is a text that describes about something.

T: Good, Descriptive text tells about person, place, or thing.

- c. The students' answer are collected and concluded by the teacher. Teacher may write it on the board, e.g.

T: Students, we can conclude that descriptive text is describing person, place, or thing.

- d. The students are explained about the generic structure, language features, and social function of the text, e.g.

T: Students, let me explain about the generic structure, language features, and social function of descriptive text.

- e. The students are explained about word cluster and given an example of word cluster, e.g.

T: Students, let me explain about word cluster.

Writing activity:

- a. The students are asked to make a group consists of five students, e.g.

T: Students, make a group consists of five students.

- b. The students in groups are given a topic, e.g.

T: (Give the topic to the students in groups).

- c. The students write a short list of associated key words for the topic given, e.g.

T: Firstly, you write a short list of associated key words based on the topic.

S: Yes, Mom. We will write a short list of associated key words based on the topic.

- d. The students discuss the key words and delete any unrelated word or add some more words related to the topic based on the discussion, e.g.

T: Secondly, you discuss with your friends to delete any unrelated word or add some more words related to the topic.

S: Yes, Mom.

- e. The students write a descriptive text based on the clues they have made, e.g.

T: Next, you develop your key words.

- f. The students' writing are checked by the teacher, e.g.

T: After you finish your writing, I will check it.

S: Yes, Mom.

Post-writing activity:

- a. The students rewrite or revise their writing, e.g.

T: After that, revise your work may involve additions and deletions; changes in syntax, sentence structure, and organization; and in some cases.

S: Yes, Mom. We will revise our work may involve additions and deletions; changes in syntax, sentence structure, and organization; and in some cases.

- b. The students submit their descriptive text writing, e.g.

S: (the students submit their writing).

2.7 Teaching Descriptive Text Writing through Word Cluster

When using word cluster, teachers should be aware of the following three general guidelines. First, because writing is difficult, the teacher should adopt the role of assistant and guide the work closely with the students to encourage them, offering helpful feedback and suggestions. It is crucial for teachers to offer positive and constructive advice in teaching descriptive text writing. Teacher also can make

efforts to arouse curiosity and self-confidence by matching student interest to the writing topic, and they should be sensitive to any individual differences that arise in the word cluster.

Second, teacher should directly train students about writing strategies. If teachers demonstrate how prewriting activates the schemata and outline strategies for the drafting and revision processes, students will be more successful in writing compositions. You (2004) states writing performance is as much a result of students' use of strategies in various processes of writing as it is of their handling of the language.

Third, teacher should include the listening, speaking, and reading skills in the writing class. Integrating the four language skills promotes the expansion of the students' overall language competence (Goodman, 1986). The word cluster makes this feasible, as background material is read during prewriting activities, and speaking and listening occur during lectures and when giving or receiving feedback. Descriptive text is one of famous text in Senior High School. It describe about particular person, place, or thing. Everyone likes to write about the thing that is exist and the thing that does not exist, something that can not be seen, felt, smelt, or even touched. This topic makes the students interested in writing class. It is hoped the teacher can use word cluster to teach descriptive text to the students.

2.8 Advantages and Disadvantages of Word Cluster

As a matter of fact, every strategy bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in

order to make the implementation of the strategy in teaching process more effective.

2.8.1 Advantages of Word Cluster

Word Cluster is considered as an alternative technique to teach writing because it has many advantages. The advantages of using word cluster technique can be described as follows:

1. It helps students to generate and develop their ideas (Reid, 1993: 6).
2. It allows the students to focus to the topic when they are writing.
3. Word cluster makes their writing flow coherently because they write the paragraph by following the plan.
4. Word Cluster can help students arrange their ideas in the sense that they will not include any irrelevant thought or unimportant points.

From the advantages above, we can see that the first and the second points mean content aspect. The third and the last points mean organization aspects. So we can conclude that teaching using word cluster will help the students to improve their content and organization aspects in writing.

2.8.2 Disadvantages of Word Cluster

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

1. Word cluster is not a good technique when it is used to write an essay writing which has long paragraph.
2. Word cluster will confused the students how to start their writing.

Since word cluster is one of the brainstorming techniques, it is called as the natural way in developing the writing. Word cluster is the surface of technique in teaching writing that is consisted of word or phrase so word cluster also have the disadvantages that have been mentioned above.

2.9 Theoretical Assumptions

In teaching writing, there are many techniques that can be used by the teachers to reach the goal of teaching learning process. As has already been stated that writing is counted as the most difficult skill, students need to consider the five aspects of writing namely content, grammar, organization, vocabulary, and mechanic. Besides some cases showed that it is hard to students are facilitated to plan their ideas in systematical way.

Word cluster is a technique that can be used to teach descriptive text writing. It is also a tool that helps the students to express their ideas in writing descriptive text. In the teaching process, the teacher guided the students to organize and write descriptive text including the five aspects of writing; content, grammar, organization, vocabulary, and mechanic.

The researcher assumed that word cluster enables the students to write descriptive text writing more easily because it helps them to develop the ideas that they will put in their descriptive text writing. In other words, it will help the students to make the content of their writing relate with the topic that have given.

2.10 Hypothesis

Based on the theoretical assumption above, the writer formulated the hypothesis:

“There is improvement of students’ descriptive text writing ability after being taught through word cluster.”