

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

This section discusses the definition of writing, writing process, indicators of writing, purposes of writing, and types of writing.

1. The Definition of Writing

Writing is the expressing of ideas and conveying a message to the readers using words, Ur (1991: 122). So, these ideas are the most important aspects of writing to be developed become paragraphs. While Farbairn and Winch (1996: 32) state that writing is about conveying meaning by using words that have been selected and put together in a written or printed form. Writing is an active activity in the learning process, here the learners doing an activity to achieve the goal by write their ideas into structured text that contains information for the reader.

Writing is categorized as a productive skill which means learners doing these to produce language, Ramalia *et al.*(2022). While Adinsyah and Nirmala (2021) stated that writing is an act to put thoughts into text. The text is put using any tools on writing media. According to Klimova, (2012: 9) writing activity is a way to foster written communication and provide information to the reader for a purpose.

From the ideas previously, the researcher conclude that writing is one of tools for communication be expressing ideas and deliver the

information by using words. It is a way of remembering, thinking, and delivering about an information. Because of that, writing is not easy especially for learners. It needs a hard work. The writer must have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of writer can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

2. The Writing Process

Writing is not only just talking about the post, but also the process of writing to make people interested. The essential writing will need a long process from the planning, drafting, writing, and revising. This process can be done by everyone, especially students. The stages of writing process were to help students in learning writing, so if they have already followed the writing process they will be able to acquire this skill easily and be able to make a good writing. The writing process is a stage that must be passed to produce something in the form of final writing, Harmer (2004). The writer not only needs to know the process of writing, but also need to apply this process in a coherent-steps to the work. This will help the writer organize and present ideas logically. According to Richard & Renandya (2002), writing is a process that involves several steps. At least, there are three steps in the writing process:

a. Prewriting

Prewriting is the step which we do the thinking, talking, reading, and writing about our topic before we write a first draft. Prewriting is a

way of warming up our brain before we write, just as we warm up our body before we exercise to make us focus and fresh.

There are several ways to warm up before start writing:

1) Brainstorming

Brainstorming is a quick way to generate many ideas on a subject. The purpose is to make a list of many ideas as possible as we can without worrying about anything. There are several steps to brainstorm, such as:

- a) Begin with a broad topic;
- b) Write down as many ideas about the topic as you can in five minutes;
- c) Add more items to your list by answering the 5W + 1H questions (when, what, where, who, why, and, how);
- d) Group some similar items on the list together;
- e) Cross out items that do not needed.

2) Clustering

Clustering is another prewriting technique besides brainstorming. It is a visual way of showing how your ideas are connected using lines and circles. When you cluster, you draw a diagram of your ideas into a paper or another media.

b. Writing

After you think about the topic and doing the necessary prewriting, you will do the next steps as follows: write the paragraph,

use the ideas generated from prewriting as guide. As you write, remember to:

- 1) Begin with write the main idea in a topic sentence;
- 2) Include several sentences that states the main idea;
- 3) Stick to the topic;
- 4) Arrange the coherent sentences so the ideas clearly delivered;
- 5) Use the signal words to help the reader understand that the ideas in your paragraph are connected;

c. Revising

It is almost impossible to write a perfect paragraph on the first try. The first try in writing is called the first draft. After you complete the first draft, you must look for ways to improve it to be a better paragraph. This step is called revising or correcting. When students revise, they review their text based on the feedback given in the previous stage. So, they can improve their writing skill.

While according to Harmer (2004), the processes of writing 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 influenced the shape of the writing and the diction. Last, the writer has to consider the structure of the content.

2) Drafting

In this process the writer makes a draft of writing. Then, the writer uses the ideas as a guide to write the next sentence. 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.

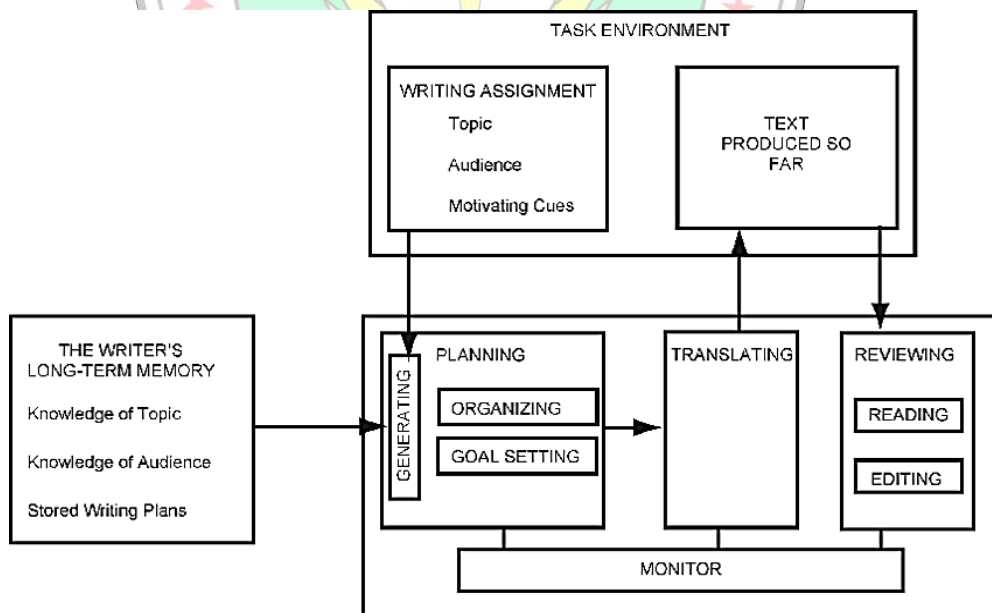


Figure 2. 1 Writing Process according to Flower and Hayes 1982

Writing is a social activity. Writing is also a complex cognitive process. Linda Flower and John Hayes have developed a writing process model that describes that writing as consisting of three primary processes, they are: planning, translating (i.e., the production of text), and reviewing. All operating under executive control within the constraints of the external task environment and the writer's long term memory.

a. Planning

Takes the writing assignment and long-term memory as input, which then produces a conceptual plan for the document as output. Planning includes sub-activities of generating (express the ideas), organizing (arranging those ideas logically), and goal setting (generating and organizing activities to achieve local or global goals)

b. Translating

In translating the conceptual plan for the document and produces text expressing the planned content.

c. Reviewing

In reviewing, the text produced so far is read, with modifications to improve it (revise) or correct errors (proofread)

d. Monitor

Monitoring includes metacognitive processes that link and coordinate planning, translating, reviewing.

3. Aspects of Writing

Before writing, the writer must understand the following aspects to avoid misunderstanding in creating a piece of writing. According to O'Malley and Pierce (1995 :142), and Hughes (2003 :101-102) there are several indicators of writing, as follows:

- a. Content (idea development);
- b. Organization (how to arrange the sentence in a good text);
- c. Vocabulary (word choice);
- d. Language use (rules of forms);
- e. Mechanics;
- f. Fluency (style and easy of communication);
- g. Unity;
- h. Coherence.

It is expected that a writer is able to use all the indicators in their writing in order to generate a good composition. According to Brown (2004) there are several important aspects of writing, including:

- a. Content
- b. Organization
- c. Vocabulary
- d. Grammar
- e. Mechanical Skills

4. Micro and Macro Skills of Writing

Micro and macro writing skills are also known as writing sub-constructions (Brown :2007). Which in writing must apply micro and macro skills to be able to support success in good writing. They are the emphasis on writing rubrics used in standards-based and classroom assessments.

a. Micro skills

- 1) Produce graphemes and orthographic patterns of English;
- 2) Produce writing at an efficient rate of speed to suit the purpose;
- 3) Produce an acceptable core of words and use an appropriate word pattern;
- 4) Use the correct grammatical systems, patterns, and rules;
- 5) Express a particular meaning in different grammatical forms.

b. Macro skills

- 1) Use cohesive devices in writing;
- 2) Use the rhetorical forms and conversations of written discourse;
- 3) Appropriately accomplish the communicative function of written texts according to the form and writing purposes;
- 4) Convey links and connections between the subject and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 5) Distinguish between literal and implied meanings when writing;
- 6) Correctly convey culturally specific references in the written text;

7) Develop and use a battery of writing strategies such as using prewriting, make writing drafts before, using synonyms and paraphrase, soliciting peer and instructor feedback, and using feedback for revising and editing to produce a good text.

5. Scoring Rubric

According to Weigle, (2002 :116) there are five components presented in the analytical scoring rubric for writing, are: content, organization, vocabulary, language use, and mechanics. The writer uses analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing ability.

Table 2. 1 Analytical Scoring Rubric Adapting from Weigle

Components of Writing	Scores	Indicators
Content	4	relevant to the topic and easy to understand
	3	rather relevant to the topic and easy to understand
	2	relevant to the topic but is not quite easy to understand
	1	quite relevant to the topic but is not quite easy to understand
Organization	4	most of the sentences are related to the main idea some
	3	some sentences are related to the main idea
	2	few sentences related to the main idea
	1	the sentences are unrelated to each other
Vocabulary & Mechanic	4	a few errors in choice of words, spelling and punctuation some
	3	some errors in choice of words, spelling and punctuation
	2	occasional errors in choice of words, spelling and punctuation
	1	frequent errors in choice of words, spelling and

Components of Writing	Scores	Indicators
		punctuation
Grammar	4	a few grammatical inaccuracies
	3	some grammatical inaccuracies
	2	numerous grammatical inaccuracies frequent
	1	frequent grammatical inaccuracies

Table 2. 2 Analytical Scoring Rubric Adapting from Reid

Aspects of Writing	Range	Score	Criterion
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, through development of thesis. Relevant to assigned topic.
	26 – 22	Good to mean	Some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.
	21 – 17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.
	16 – 13	Very poor	Does not show knowledge of subject. Non-substantive. Not pertinent, or not enough to evaluate.
Organization	20 – 18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing cohesive.
	17 – 14	Good to mean	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13 – 10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lack logical sequencing and development.
	9 - 7	Very poor	Does not communicate. No organization, or not enough to evaluate.
Diction	20 – 18	Excellent to very good	Sophisticated range. Effective word/idiom choice and usage.

Aspects of Writing	Range	Score	Criterion
			Word from mastery. Appropriate register.
	17 – 14	Good to mean	Adequate range. Occasional errors of word/ idiom form, choice, usage but meaning not obscured.
	13 – 10	Fair to poor	Limited range. Frequent errors of word/ idiom form, choice, usage. Meaning confused or obscured.
	9 - 7	Very poor	Essentially translation. Little knowledge of English vocabulary idioms. Word form or not enough to evaluate.
Language use	25 – 22	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to mean	Effective but simple constructions minor problem in complex constructions. Several errors agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17 – 11	Fair to poor	Major problems in simple/complex constructions. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and / fragments, run-ons, deletions. Meaning confused or obscured.
	10 – 5	Very poor	Virtually no mastery of sentence constructions rules. Dominated by errors. Does not communicate. Or not enough to evaluate.
Mechanics	5	Excellent to very good	Demonstrate mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to mean	Occasional errors of spelling, punctuation, capitalization,

Aspects of Writing	Range	Score	Criterion
			paragraphing, but meaning not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing. Poor handwriting. Meaning confused or obscured.
	2	Very poor	No mastery of convention. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible or not enough to evaluate.

Table 2. 3 Analytical Scoring Rubric Adapting from Tribble, (1966)

Aspects of Writing	Range	Score	Criterion
Content	20 – 17	Excellent to very good	Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16 – 12	Good to mean	Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11 – 8	Fair to poor	Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7 – 5	Very poor	Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4 – 0	Inadequate	Fails to address the task with any effectiveness.
Organization	20 – 17	Excellent to very good	Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced

Aspects of Writing	Range	Score	Criterion
			(coherence); connectives appropriately used (cohesion).
	16 – 12	Good to mean	Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11 – 8	Fair to poor	Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7 – 5	Very poor	Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
	4 – 0	Inadequate	Fails to address this aspect of the task with any effectiveness.
Vocabulary	20 – 17	Excellent to very good	Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16 – 12	Good to mean	Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11 – 8	Fair to poor	Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7 – 5	Very poor	No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4 – 0	Inadequate	Fails to address his aspect of the task with any effectiveness.
Language	30 – 24	Excellent to very good	Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns,

Aspects of Writing	Range	Score	Criterion
			preposition; meaning never obscured.
	23 – 18	Good to mean	Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17 - 10	Fair to poor	Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9 - 6	Very poor	Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
	5 – 0	Inadequate	Fails to address his aspect of the task with any effectiveness.
Mechanics	10 – 8	Excellent to very good	Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7 – 5	Good to mean	Occasional errors in spelling, punctuation, capitalization, and layout.
	4 – 2	Fair to poor	Frequent errors in spelling, punctuation, capitalization, and layout.
	1 – 0	Inadequate	Fails to address his aspect of the task with any effectiveness.

From the analytical scoring rubrics of writing above, the researcher can conclude that the aspect in writing assessment as follows: (1) content; (2) organization; (3) vocabulary; (4) grammar; (5) diction, (6) mechanical

skills. Even though there are many indicators in assessing writing, based on observations and research needs, the researcher examined students' writing in five indicators there are: (1) content; (2) organization; (3) vocabulary; (4) grammar; (5) mechanical skills.

6. The Purposes of Writing

As the other language skills, writing is a way of communicating message in written from the writer to the readers for a purpose. In principal, the purpose of writing is the expression of ideas, and the conveying of messages to the reader, Ur (2001). So, the ideas from the writers as the most important aspect in the writing. It means that when the writers do the writing, of course they want to deliver their purposes.

Through writing, the writers can explain or describe things, and as a result, people that far away from us can get information by reading message (Dixon and Denise, 1983). Writing also give significant contribution for the development of human's life based on the purposed. In general, people can take many advantages from writing, such as can help students learning, increased the human's knowledge, and for graduated it can help they to find a job. In addition, there are four common purposes in writing; they are to inform, to explain, to persuade, and to amuse the readers.

a. Writing to Inform

This purpose is to tell or explain information about a subject to the readers. Usually the content is important for the readers.

Examples of writing to inform are scientific or business report, newspaper articles, regulations, instructions or procedures, and academic essays for school and university.

b. Writing to Explain

Writing to explain means writing that has a purpose to make something clear and the readers can understand it well. Or the text that explain the process of something happening.

c. Writing to Persuade

Writing to persuade means writing that purposed to make someone interested or inspired about something. It gives some information for reader to get something from written. And sometimes it contains of promotions about a product, place, or anything. Examples: advertisement, catalogue, poster, leaflet, etc.

d. Writing to Amuse the Readers

Writing to amuse gives an opportunity to bring happiness to others, or writing that purposed to make the readers excited while read the text. Writing to amuse generally takes the form of so-called “imaginative writing” or “creative writing”. Examples: stories, novels, poems, song lyrics, etc.

7. Types of Writing

According to Hendrawaty & Ambarwati (2017), there are some types of English text that have to be mastered by vocational high school students; three of them are recount, procedure, and descriptive.

There are some genres of texts such as descriptive text, procedure text, narrative text, and recount text, Sari et al.,(2021). Based on the English book Independent Curriculum, which is used as a teaching learning media in tenth graders at SMK Negeri Kebonagung, there are six types of text, as follows:

a. Descriptive Text

1) Definition of Descriptive Text

Descriptive text is a text which has purpose to describe something, such as place, things, person, or another object. This text can make the readers visualize the topic described. The descriptive text can also increase students' social ability by exploring around, critical thinking, communicating using language, and delivering ideas or opinions orally or in written text (Purwaningsih et al., 2022)

2) Generic Structure

The generic structure of descriptive text consists of identification which identifies phenomenon to be described and description which describes parts, qualities, and characteristics.

3) Language Features

a) Specific Participant

Has a certain object or describe only one object e.g.

Watukarung beach, my cat, my favorite food, and so on.

b) Simple Present Tense

The sentences pattern is using Simple Present Tense because it is told the fact about something (noun, place, person, etc.)

Patterns:

(+) S + V1 + s/es (for singular) + O + A

(-) S + do/does not + V1 + O + A

(?) Do/does + S + V1 + O + A + ?

c) Adjective

In descriptive text is using adjective to describe the features of the object e.g a beautiful place in Pacitan, a famous singer, a handsome boy, and etc.

d) Adverb

Descriptive text also use adverb to explain about the object more detail e.g. Song Terus Museum is located in Punung, extremely high, definitely past, and so on.

e) Action verb

4) Example

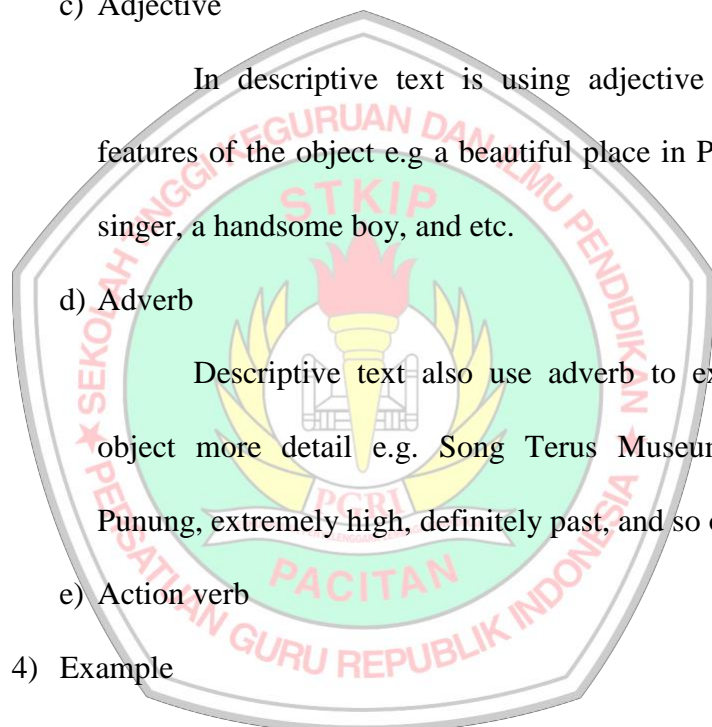


Table 2. 4 Example of Descriptive Text

Structure	Sentences
Identification	My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.
Description	<p>She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.</p> <p>She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.</p> <p>She always has a smile on her face. She is so sweet and</p>

Structure	Sentences
	lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always gives me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

b. Narrative Text

1) Definition of Narrative Text

Narrative text is a type of text that consists of problems and remedies, often aimed at giving readers a moral value (Pardyono, 2007). Purba, R (2018) stated that a narrative describes something that happened, often in words and using the language of the time period. Or narrative is a kind of text that tells a story. The story can be realistic, imagined, or a mix of both. A legend is one of narrative text. The purpose of narrative text are: (1) to tell a story to amuse, entertain, give a moral value, explain something, or make a comment; (2) connect the reader with the text and the characters and events that occur within the story.

2) Generic Structure

a) Orientation

It is also known as the opening paragraph. This part introduced the scene, sets, and the character of the story. Narrative tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

b) Complication

This is the part of the story where the writer tells about something that will begin in the story. These events will affect

one or more of the characters. The complication is the trigger of a whole series of events.

c) Sequence of Events

Where the reader is shown how the characters react to the complication, both in action and in inner thoughts.

d) Resolution

Where the complication is resolved, bringing the sequence of events to an end.

e) Coda

If a narrative text contains a moral or a message, it is told in the coda (optional).

3) Language Features

- a) Using processed verb;
- b) Using temporal conjunction, example: one day, a week, later, then long time, long time ago, when, etc.;
- c) Using simple past tense normally used, except in direct speech.
Example: lived, stayed, said;
- d) Using noun phrase, example: long black hair;
- e) Using pronouns, example: I, me, they, their, it, its, etc.;
- f) Using nouns, example: tree, road, stepsister, housework;
- g) Using saying verb, example: said, told, promised

4) Example

Table 2. 5 The Example of Narrative Text

Structures	Sentences
Orientation	A long time ago, there was a young woman who had nice parents. Her father was an ordinary human being, but her mother was a witch. Because of this, she would never get old. There was a young man who had different parents also, The young woman and the young man met each other, and after a while they fell in love and got married.
Complication	After a year, they had a baby boy. They really loved their son. One day, the father took his son to go hunting for a deer using a bow and a narrow Accidentally, the son shot the arrow in the wrong direction and killed his own father. He went crazy, and when he told his mother about this, she was really mad with him. His mother hit him. on the head with a rock and kicked him out of the house.
Sequence of Events	Several years later, the mother finally found another man. They fell in love. The man wanted to marry her. After the man took a shower, he asked her to brush his hair While she was brushing his hair, she saw a mark on his head. She asked him what happened since he had a mark on his head. He state, "I was hit by my mother." She really was disturbed by this, but she just kept quiet because she knew that he was her own son. Her son still didn't know that she was his own mother. She decided not to marry him, but the man kept forcing her to marry him.
Coda	Finally, she made a deal with the man. The deal was she would marry him, but first he had to build a ship and it needed to be done before the sun rose He started building the ship. He built it by himself because he had half of the witch she found out that the ship would be done soon, and it would be done before sunrise, power. When she woke all the chickens and made the chickens start crowing. When the son heard the crow of the chickens, he was really sad because he thought he hadn't finished the ship before the sun rose. He realized that he was not going to marry her, so he kicked the ship with all his power. It ended up going separate ways.

c. Recount Text

1) Definition of Recount Text

Hyland (2009: 3) state that in recount text, the writer may write about their personal experience not only retell about historical or factual events. Most event recounts are recounts of historical events or personal experiences, or pieces of creative writing. Knap and Walkins (2005 :224) stated that recount text structure and grammar is similar with narrative text that retells

past events, usually in order to in which they happened. It purposes to provide the reader with a description of what occurred and when it occurred.

2) Generic Structure

a) Orientation

Orientation provides about the background information of the event. And introduce about the character, set, and scene (but not always stated explicitly).

b) Series of Events

In this event, it gives more information about the tragedy or what happened in sequence.

c) Re-orientation

In re- orientation will describe the conclusion of the story and the writer's point of view. Language Features

3) Language Features

a) Using proper nouns to identify those involved (specific participants;

b) First person pronouns (I, me, we) are used to highlight the personal nature of the recount;

c) Past tense to describe past events;

d) Time adverbial to connect events chronologically e.g. in 1997, the next day;

- e) Detail and descriptive words (adjectivals and adverbials) are used to make the recount more vivid and interesting;
- f) Personal reflections and descriptions of feelings can be included to make the recount more effective, these can be simple present tense or present perfect tense.

4) Example

Table 2. 6 The Example of Recount Text

Structures	Sentences
Orientation	<p>Airplanes were invented around 1903. About ten years later, Singapore became an important stopover for flights from Europe to Australia. From then on, air travel became more and more important to Singapore. Today as many as 68 international airlines operate in the Changi International Airport, linking Singapore to more than 131 cities in the world.</p>
Series of Events	<p>The first airplane to visit Singapore was a Bristol Boxkite biplane. There was no airport in 1911, and the plane landed at the race course at Farrer Road. This plane did not carry any passengers. The Airspeed Consul was Singapore's first plane to carry passengers. The first flight was taken by five Chinese businessmen who wanted to see what flying was like.</p> <p>Singapore's first airport was at Seletar, which was unfortunately too far from town. In 1937, Kallang Aerodrome was opened. Later it moved to Paya Lebar, and finally to Changi in 1981.</p> <p>Part of the Changi International Airport is 'built on reclaim land. When it opened in 1981, it had one terminal and one runway. In 1990, a second and bigger terminal was opened. Passengers can go from one terminal to the other by travelators or the automatic skytrain. The airport is one of the most modern in the world.</p>
Re-orientation	<p>More than 35 million people use the airport each year. "To cope with the growing traffic, a third terminal is being built and is expected to be ready by 2004.</p>

d. Procedure Text

1) Definition of Procedure Text

Procedure text is a type of text contains instructions in the form of a sequence of steps to do or make something. It purposed to give instructions to the reader.

2) Generic Structure

a) Introductory Tittle/Paragraph

Stating the aim or goal about the text. Examples: how to make a salad, how to use a hair dryer, and how to turn on the computer.

b) Materials/ Ingredients

This part consists of materials or ingredients that used to make or do something.

c) Sequence of Steps

Consists all the steps to achieve the goal of procedure text.

3) Language Features

a) Simple Present Tense;

b) Action verbs. Examples: pour, stir, boil, take;

c) Conjunctions. Examples: then, next, finally;

d) Adverb of time. Examples: about 15 minutes;

e) Adverb of manner to show exactly how each step should be carried out;

f)Quantifiers are used to indicate the next amount of ingredients or materials;

g) Using specific and technical terms;

- h) Procedural text usually appears as a series of directives using the imperative sentence;
- i) Illustrations maybe used to help the readers visualize and carried out the procedure better.
- 4) Example

Table 2. 7 The Example of Procedure Text

Structures	Sentences
Introductory Tittle	How to Make a Sandwich
Materials / Ingredients	<ul style="list-style-type: none"> - 2 slices of bread - Peanut butter - A banana - Honey
Sequence of Steps	<ol style="list-style-type: none"> 1. Take two slices of bread. 2. Spread peanut butter. 3. Cut up a banana into small slices and put them on one of the slices. 4. Pour some honey over the bananas. 5. Put the other slice of bread on top.

e. Report Text

1) Definition of Report Text

Report text is an informational text that support a hypothesis with facts and data. A report as a concise piece of writing that uses facts and evidence to look at issues, situations, events or findings. Report are a form of non-fiction and aim to be as objective as possible, focusing on facts. This text purposed to present or classify facts (part, qualities, habits, and behaviors) and information about a subject by classifying or describing its parts, characteristics, uses, etc.

2) Generic Structure

a) General Statement

The opening paragraph introduce or tells the reader what the report is about.

b) Series of paragraph

Focusing on a different part or area, builds up to a complete description of the subject.

c) Concluding

This part as a summary or conclusion about the text.

3) Language Features

a) Using technical terms to introduce the topic to the reader, as well as communicate with those already familiar with the topic;

b) Using Simple Present Tense to present current facts and information;

c) Using a clear and precise language;

d) Language style is formal and objective;

e) Terms for comparing and contrasting, defining, and classifying;

f) Using illustration to help the reader visualize the information and to understand it better;

g) Adjectivals and adverbial used to describe the topic.

4) Example

Table 2. 8 The Example of Report Text

Structures	Sentences
General Statement	Headers harvest crops such as wheat, barley and oats. These machines are also known as combine harvesters. Headers combine the three operations needed to harvest a crop reaping, threshing and winnowing.
Series of	The comb on the front of the header cuts the heads off the stalks

Structures	Sentences
Paragraphs	<p>(reaping). The auger pulls the heads into the machine' The stalks left standing in the paddock are called stubble.</p> <p>Threshing involves separating the grains from the head. The drum rotates, beating the heads. Straw and chaff (bits of stalk) are fed out the back of the header. Straw is spread over the ground. Stock can graze on this and the standing stubble left after harvest.</p> <p>There are a number of screens in the header. Grain passes over these and fans blow the husks away. This is called winnowing. The clean grain is stored in the box. When this is full the grain is augered out into a chaser bin or truck.</p>
Concluding	

f. Exposition Text

1) Definition of Exposition Text

Exposition text is a type of text which purposed to persuade the audience by making an argument. This type of the text often uses expert sources or personal experiences as evidence to support the argument being made.

2) Generic Structure

a) Orientation

A statement that highlights the problem to be discussed and the reason for discussing it (optional).

b) Thesis

A statement of your main viewpoint given in the opening paragraph. The rest of the paragraph can contain a preview of the arguments that will follow.

c) Supporting Arguments

First argument is explaining the argument to support the writer's position and second argument is explaining the other arguments to support the writer's position more.

d) Reiteration

Restating the writer's position.

3) Language Features

- a) Action verbs e.g. write, speak, hold;
- b) Relating verbs e.g. it is important;
- c) General nouns e.g. pollution, bus, book;
- d) Abstract nouns e.g. law, government, justice;
- e) Technical words e.g. species of plant;
- f) Emotion verbs (adjective, adverbs, and modal verbs) e.g. strongly believe, drastic changes, bad impact;
- g) Connectives e.g. firstly, secondly;
- h) Evaluate words e.g. important, trustworthy, valuable;
- i) Passive voice.

4) Example

Table 2. 9 The Example of Exposition Text

Structures	Sentences
Orientation	Hands-free mobile phones have failed to make the roads safer according to a University of Sussex psychologist.
Thesis	Mobile phones should be banned from cars' altogether, according to Dr Graham Hole, senior lecturer in psychology. Dr Hole has highlighted the worrying combination of mobile phones and cars in his new book, The Psychology of Driving.
Supporting Arguments	Mobile phones, fatigue, eyesight, drugs and age are among the issues considered by Dr Hole as he examines the factors that impact on driving. The book explores the role of each of these elements in

Structures	Sentences
	<p>increasing the chances of an accident and was inspired by the author's conversations with road safety experts across the country. Dr Hole believes there are psychological aspects to road accidents which have to be considered.</p> <p>He says, "The government should have banned mobile phones in cars altogether. It has sent out the wrong message by abolishing hand-held phones because this gives the impression that hands-free phones are safe. The problem with mobile phones is not vehicular control and only having one hand on the wheel, but rather it is taking away attention from what is happening outside the car."</p> <p>Myths about older people making worse drivers and claims about an improved reaction time among younger people are explored in The Psychology of Driving. The book reviews research from hundreds of authors around the world and took four years to complete. Questions about how drivers decide what to attend to while driving, the role of a driver's expectations in determining what they see and how they respond to the road are among the areas covered in the book.</p> <p>Dr Hole's own study of the impact of new technology on driving appears in his book. Satellite navigation systems and new design aimed at transforming cars into a mobile office, are among the modern developments which he says now compete for driver's attention behind the wheel.</p> <p>Dr Hole says, "We need to be very careful about how we go about handling modern technology in cars, because we are opening a Pandora's Box."</p>
Reiteration	<p>"When anyone is driving there is a lot of information outside the car and if there is too much going on inside then there is a danger of overloading the driver."</p>

B. Descriptive Text

1. The Definition of Descriptive Text

Description in writing is the process of expressing or describing about visual images and sensory impression through words. As we know that descriptive text is a text to describe something, such as place, things, person, normally takes on three forms (Alawi, 2011). Additionally, descriptive text is a type of text that is defined as a group of sentences which related in thought and describe what a thing looks like and acts like,

what an object looks like, and what a place looks like (Asih, 2013). So, the descriptive text arranged based on details observation about an object and then write the result become a descriptive text. From the explanation in descriptive text, it can make the readers imagine what is described clearly.

In summary, descriptive text is among the texts that students should be learned and understood. This text is specifically used to describe something by clarifying their physical characteristics. Writing descriptive or description used in writing whose aim is to describe physical items or objects of which features are concrete or touchable, and it may be attained through using the sensory language or five senses consisting of sight, hearing, smell, taste, and touch. In writing a descriptive text, the students need to understand the grammatical rules, punctuation, and spelling is also be able to develop and organizing the ideas. (Siregar & Dongoran, 2020)

2. The Purposes of Descriptive Text

The purpose of descriptive text is to describe and reveal a place, thing, or particular person in detail to make the reader visualize the description, Potradinata (2018). According to Bosede and Fakaye (2016), descriptive text describes about things that occupy space, whether they are people, buildings, cities, or another objects. While according to Oshima and Hogue (1997: 50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. So, the researcher conclude that the purposes of descriptive text used to describe everything,

which is seen or felt by the writer in detail. And also, it can make the reader visualize about the description.

3. Structure of Descriptive Text

Each genre has a structure or stages in compiling it so that information can be conveyed through language, Emilia (2014 :86). Writing descriptive text has some parts that should be learned by the students before start to write a descriptive paragraph. According to Mursyid (2005), the part of descriptive paragraph was divided in to three parts, they are;

- a. Social Function to describe a particular person, place, or thing;
- b. Generic Structure consists of identification to identifies phenomenon to be described and description: describes parts/things (physical appearance), qualities (value/ worth, degree of beauty), and characteristics (the aspect that can show the unique).
- c. Language Features consists of grammatical aspects of use simple present tense, focus on specific participant, use of attributive and identifying process, using adjective, using classifier in nominal group.

However, in this session the researcher will explain the generic structure of descriptive text.

According to Zulaikah, *et al.* (2018) states that the generic structure of descriptive text consists of identification and description. It means in identification component the students have to identify the phenomenon to be described. While in descriptive component the students have to describe the characteristics, parts, and qualities of the objects or things. Descriptive

text should consist of generic structure, such as: identification and description. Pardiyono (2010: 44) stated that the descriptive text follows some particular stages.

It can be concluded that generic structure of descriptive text are:

- a. Identification : to introduce the topic that will describe by the writer. Such as person, thing, place, noun, and etc;
- b. Description : to describe attributes of each category of the phenomenon.

Table 2. 10 The example of descriptive text

Structures	Sentences
Identifications	<p>Have you ever watch the cartoon movie “Kung Fu Panda”? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.</p>
Descriptions	<p>Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different.</p> <p>Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas’ diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas’ diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.</p>

Although there are many types of writing, based on research needs the researcher wants to focus so that he is always enthusiastic about researching descriptive texts.

C. Clustering Technique

1. The Definition of Clustering Technique

Fitri (2018), clustering is one of techniques which conducted in prewriting steps. It involves writing phrases and words. So, it is assumed that in writing process, students are more motivated in using words. Clustering is a kind of manner that can be applied in pre-writing stage. This technique was firstly developed by Dr. Gabrielle Rico in 1983 and adapted by Hendry in 1985 and 1986. This is one of manners which is suitable to the writers before begin to write. Rico (1983) stated that clustering is a technique to divide some related ideas and write down in a blank of paper without evaluating the truth or value of the ideas themselves.

Sinaga (2017) stated that clustering technique designs activity and mind participant trough processing of writing which become group together. It means that cluster technique provides important technique to enhance writing skill which become easy and this technique has well function to range the paragraph which able stud. While Noor (2013) proposed 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 own words to help someone understand and remember what read.

So, the researcher concludes that clustering is an interesting technique in pre writing stage that uses group of bubbles and lines for helping the students to record their ideas. Clustering is another pre writing activity that is used visualization which especially helps the students who

have problem in generating their ideas. By using visualization, it means that the students visualize their mind to get some vocabularies that relate to the topic of the text that they want to write. So, it is enable the students to solve their problems interestingly especially in writing descriptive text.

2. The Steps in Clustering Technique

There are some steps of Clustering technique that must be followed to get the best result and suitable with the expectation.

According to Cooper (2005: 461) clustering works as follows:

- a. Writing ideas in the form of words or phrases in the center of the paper and then circle or mark;
- b. Writing down the main idea of the topic in the form of words or phrases then put a circle or another mark and connect it with the first word in the middle of the paper;
- c. Generating facts, details, examples or ideas related to the main part of this topic in any way. Group these around the main sections and develop them into paragraphs based on each idea that has been written down and linked.

While according to Axelrod and Cooper (1985: 461) the steps are:

- a. In a word or phrase, write your topic in the center of a piece of paper and circle it;
- b. Write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center;

- c. Cluster these around the main part to generate facts, details, examples, or ideas related in any way to these main parts of the topic;

According to Maede in Meisuri and Wahyuni (2015: 150), the steps of clustering technique are:

- a. Writing a word or phrase on a clean piece of paper;
- b. Circling the word and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a line;
- c. Keeping the hand moving all the time;
- d. Clustering for a while;
- e. Continue adding to the cluster;
- f. Writing a piece without worrying about perfection.

It can be concluded that the steps in clustering technique are:

- a. Writing your ideas in the form of word or phrase in the middle of a clear paper;
- b. Circling the word;
- c. Writing the main topic around the circle and also circle these;
- d. Connecting them to the topic in the center with a line;
- e. Clustering these around the main part to generate facts, details, examples, or ideas related in any way to these main parts of the topic;
- f. Developing them into paragraphs based on each idea that has been written down and linked.

3. The Advantages of Clustering Technique

The clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay (Buscemi, 2002). According to Gorski (2010) there are some advantages of clustering technique:

- a. This technique is simple to be applied;
- b. Clustering technique can make the students easy to find the word that related with the material;
- c. By this technique the students can explore their idea on their writing activity;
- d. This technique can make the students easy to construct their ideas on the sentences into paragraph;
- e. The students can produce the words within limited time but is still related to the topic.

One of the advantages of the clustering technique according to Gorski (2010) is to help the students explore their ideas in their writing activity. It means the students are free to explore their ideas and develop these ideas into sentences and paragraphs. Mirawati (2021) proposed there are several advantages of the clustering technique: (1) helping students to explore many ideas; (2) helping students in try to find relevant to the topic while forming a cluster; (3) helping students to think more creatively and start without obvious ideas. While according to Ramalia *et al.*,(2021) the advantages are: (1) help students generate and develop their ideas into a writing form easily in pre-writing activity; (2) help students produce better

writing product; (3) help the students' practice their writing by using the technique to increase their vocabulary mastery; (4) help students to feel motivated and fun in writing.

From the statements above, the researcher concluded that the advantages by applying the technique are: (1) make the students are free to express their ideas in writing; (2) make the students more active and creative; (3) help them better in writing a text; (3) make the students improve their writing skills; (4) and they feel motivated and enjoy in writing.

4. Disadvantages of Clustering Technique

According to Styati (2010), the clustering technique is only a deep surface technique teaching writing, it is not a good technique when used to write essays which has a long paragraphs. Because writers will find it difficult if they have to write many ideas on one paper.

D. Teaching Writing Using Clustering Technique

Saputri (2017) outlined that in order to build language skill, guiding and facilitating learning is very important in teaching writing. So, in teaching writing, the teacher must guide their students by applying an appropriate strategy and do all the steps in sequence to achieve good writing results. Here the following steps in teaching writing descriptive text using clustering technique:

1. Pre-activities

- a. The teacher greets the students;

- b. The teacher tells the students about the topic that is going to be learnt;
- c. Introduce the concept of clustering technique to the students.

2. Main activities

- a. Teacher gives the students topic to discuss and leading them to generate the ideas in form clustering technique on the whiteboard as a model;
- b. Teacher explains about the descriptive text, including the definition, generic structure, and language features;
- c. Ask the students to write the first draft based on the design of clustering technique samples that have been showed on the whiteboard and start to write descriptive paragraph;
- d. Check the students' worksheet.

3. Post activities

Give the students an evaluation to check their ability in writing descriptive text and to know their problems in writing.

E. Reviews of Related Research

Similar research in the use of clustering technique to improve students' writing skills had been conducted by another researcher. Those are Widyawati (2018) to the 3rd semester students of Indraprasta University. This research used a quantitative experiment method. It is used to identify numerical differences between control group and experiment group. The population that the writer uses in this study is about 400 students of third semester in Unindra PGRI in academic year of 2017/2018. They have ten classes in third semester. However, the writer just only picks one to class

become the sampling of the study that consist of 30 students. The researcher took the data through library activity, observation and test. To get truth worthiness, the researcher uses the technique of triangulation. Triangulation is a combination of data collection. It contains of observation, interview, documentation, and field notes (Arikunto: 2016 :87). To collect the data the researcher used rating scale from the pre-test and post-test for the two classes, control and experimental groups. The method of data analysis was statistical analysis using ANOVA. In this study, the students used test analysis with they made a descriptive text.

After analyzing the data, the results of the tests that were applied to students using the clustering technique can be showed. The result of the test applied to the students by using clustering technique showed that the highest score was 88, the lowest was 65. The mean score was 78.3. While for control group or by using conventional technique, the highest score was 70 and the lowest score was 35. The mean score was 52.8. The mean of students' ability in writing description text for the experiment class which is implemented clustering technique is higher than control class which is implemented conventional technique. It proved that the students' ability in writing description text which use clustering technique is better than using conventional technique.

The second research had been conducted by Della et.al (2020) at seventh-grade students of SMPN 11 Cimahi in the academic year of 2018 – 2019. This research used Classroom Action Research. The action research

consisted of two cycles and each of four phases. It consists of (1) planning, (2) action, (3) observing, (4) reflecting. This research used qualitative and quantitative methods. As the result by implementing clustering technique in teaching writing descriptive text, the mean score of the pre-test was 45,7 the mean score post-test of the cycle 1 was 53,7 the mean post-test score of the cycle 2 was 79,3. All the data showed that the improvement of writing achievement from cycle to cycle was significant can improve student's writing skills in descriptive text.

The third research had been conducted by Hidayat, et al.,(2021) at the tenth grade of SMAN 8 Bandar Lampung in the Academic Year of 2021/2022. In conducting the research, the writer used Classroom Action Research. The total number of the subject was 32 students. The test that used in this research was writing test. Writing test was a test where questions and answers are given to students in written form. In conducting this research, the writer gave topic and asked the students to make a composition text which consist of at least 150 words accordance on the topic given. This research had been conducted in 2 cycles. It can be seen from the comparison of mean score of students' learning activities among the mean score of cycle 1 and cycle 2. In cycle 1 the result was 216.3 in mean 6.75 with criteria less active meanwhile in cycle 2 the result was 251.8 in mean 7.86 with criteria active. It can be defined in the pre-test 25% of students who had passed the KKM. While in the result of cycle 1 was 46.87% student who passed the KKM, then the result of cycle 2 was 84.37% for students who passed the KKM. It It can

be concluded that implementing Clustering Technique can improve students' learning activity.

The last similar research had been conducted by Tsaniya, A.F. (2018) at seventh-graders of MTs Al-Hidayah Tangerang. Researcher used a quantitative method and used experimental research design by using pre-test and post-test. The total population were 128 students of seventh grade in Mts Al-Hidayah Tangerang. And the sample used random sampling by lottery. The selected class were VII A class as experimental class and VII C as a control class. Total of sample were 64 students. The instrument of this research was a written test to score the students' descriptive writing on pre-test and post-test, the researcher used the rubric assessment from Brown, (2007). Researcher ran the research for two weeks within four meetings. As the result of this research, it can be seen that t_{table} was 1.998 and t_{count} was 8.514. t_{count} higher than t_{table} . Can be concluded that clustering technique was giving influence to use in teaching learning in students' writing descriptive text at the seventh-graders of MTs Al-Hidayah Tangerang

From these research, it can be concluded that the clustering technique can provide a good influence in improving students' writing descriptive text skills. So, the clustering technique is effective to improve writing skills.(Hanafiawi et al., 2020)(Hanafiawi et al., 2020)(Hanafiawi et al., 2020)(Hanafiawi et al., 2020)

F. Conceptual Framework

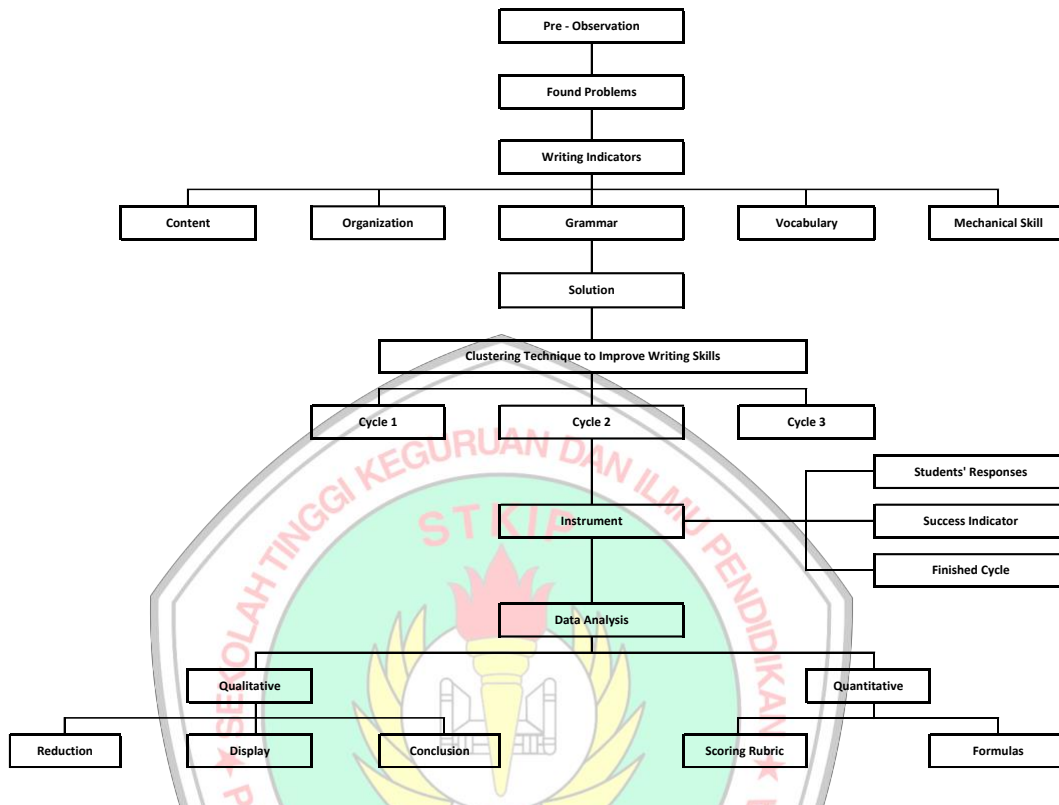


Figure 2. 2 Conceptual Framework

There are four skills in learning English namely speaking, listening, writing, and reading. In this study, the researcher had been made observation during practicing field experience (PPL) at SMK Negeri Kebonagung Pacitan. There found a problem at tenth graders that they had difficulty writing English texts. There are five writing indicators that they must understand in writing activities, namely content, organization, grammar, vocabulary, and mechanical skills. After observing these problems, the researcher found a solution, namely applying clustering technique to improve students' writing skills, especially descriptive text.

This study will be conducted in several cycles which can also interpreted as repetition. In each cycle has four stages, namely planning, acting, observing, and reflecting. This stages aims to apply the treatment and find out the improvement of students' skills. In this study using several instruments or a tool used to measure the observed natural and social phenomena can also be interpreted as a tool used to collect data in research. The data can be taken from student responses after the technique has been applied, success indicators, then the researcher can determine when will the cycle stoped after she observes the results in each cycle. Then the data were analyzed using quantitative and qualitative methods. In analyzing qualitative data used the Miles and Huberman method in several stages, namely: data reduction, data display, and finally providing conclusions from the data that has been processed. While in analyzing quantitative data used the scoring rubric and formulas.

