

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. PREVIOUS RESEARCH

1. Kiptiyah, in her final project entitled: Improving Students' Writing Skill in Descriptive Text Using " The Power of Two and Four" (A Classroom Action Research with Eighth Grade Students of Mts Irsyaduth Tullab Tedunan Wedung Demak in The Academic Year of 2010/2011). Every teacher should choose the suitable strategy to encourage the students to learn writing in the language target. Based on the curriculum, descriptive text is one of genre that is taught in junior high school. In this research, Kiptiyah use the Power of Two and Four. The research questions in this research are: 1. How is the implementation of power of two and four in improving students' writing skill in descriptive text? 2. How is the improvement of students' achievement after being taught through using the power of two and four? The population was eight year students of MTs Irsyadut Tullab and subject of this study was 23 students. Classroom Action Research was done in 2 cycles. To analyze the data, researcher used descriptive quantitative. Observation was analyzed descriptively and test was analyze quantitatively.

The data collections were interview, observation, and test. The instruments used interview, observation check list and test. In his research, the researcher gave a test of their achivement in each

cycle. In her first cycle, the average of the students' achievement was 67.52 and in second cycle the students got 77.52. The result of research shows that the improvement of students' writing skill in descriptive text with the power of two and four covers parts, qualities and characteristics of objects, the score are higher than before.<sup>1</sup>

2. Ahmad Syifaus Syarif with the title “The Use of Sketch as a Learning Aid to Improve Students’ Writing Skill in Descriptive Text”. Writing activity especially in writing foreign language is difficult and needs extra skill for some students and some times they feel bored. Most of the reason is the method of the English teaching process is not interesting and the less of chance fo taking exercise to make paragraph writing or even an essay or text.

To solve this problem, the teacher should have creative activity and alternative ways. For example, teacher can improve students' writing skill by using sketch, because students are able to get many ideas or opinion and apply it in written form especially in descriptive text. The research questions in this research are: 1. How is the use of sketch as a learning aid to improve students’ writing skill of descriptive text in SMP H. Isriati Semarang? 2. How effective is the use of sketch as a learning aid to improve

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<sup>1</sup>Kiptiyah (063411081), *Improving Students’ Writing Skill in Descriptive Text Using The Power of Two and Four*, (Semarang: IAIN, 2010)

students' writing skill of descriptive text in SMP H. Isriati Semarang?

This research designed a classroom action research and was conducted with VIII B grade students of SMP H. Isriati in academic year of 2010/2011. The object of this study was 39 students. To collect the data, he used documentation, observation check list, and test. Classroom action research was done in 2 cycle. In the precycle, students got 54.60. In the first cycle, students' achievement was 64.05 and in second cycle students got 71.07. From the result above, it shows that there is the achievement of students ability in learning writing using sketch.<sup>2</sup>

The difference between this thesis and previous research is the researcher of first research use the game the power of two and four to improve students' writing descriptive. The researcher got the data from interview, observation, test. Second researcher use Wholesome Scattering Game to improve students' ability in writing descriptive and got the data from observation and written test. While this thesis use the clustering technique to improve students' descriptive text writing. The data collections are documentation, observation, and test.

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<sup>2</sup>Ahmad Syifaus sarif, *The Use of the Sketch as a Learning Aid to Improve Students' Writing Skill in Descriptive Text*.(Semarang, IAIN Walisongo:2010)

## **B. LITERATURE REVIEW**

### **1. Learning Theories**

#### **a. Behavioristic Theory**

This theory was developed by Thorndike, Pavlove, Watson and Guthrie. This theory is accorded to the stimulus, re-sponse and reinforcement. Clarck C Hull said that the student must have a necessity before the responses can be rein-forced. It means that some one must have the necessity or motivation before he or she learns.<sup>3</sup>

Thorndike with the theory that is called Connectionsm because learning is the connection beetween stimulus and re-sponse. Ivan Pavlove with the theory of Classical Conditioning. Jhon B Watson that developed the Pavlove Theory. And E.R Guthrie with the learning principle that is the law of association. All of the theory were related to the stimulus and response. In other side, Skinner with the theory is Operant Conditioning explained that reward and reinforcement are the important factors in learning process. So, the differentciate between Pavlov and Skinner is there is a reinforcement is needed.<sup>4</sup>

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<sup>3</sup>M. Dalyono, *Psikologi Pendidikan*, (Jakarta:Rineka Cipta, 2009), p.87-88.

<sup>4</sup>M. Dalyono, *Psikologi Pendidikan*, (Jakarta:Rineka Cipta, 2009), p.30-33.

## b. **Cognitive Theory**

Cognitive theory more focus on the education as an internal process of human's mental.<sup>5</sup> Desmita cited in Atkinso that Mayer said

Thinking or cognition, is the mental activity associated with processing, understanding, and communicating information.....these mental activities including the logical and sometimes illogical ways in which we create concepts, solve problem, make decisions, and form judgement .<sup>6</sup>

### 1) Gestalt Theory

This theory often called field theory or insight full learning. According to this theory that the response must not appear directly after the stimulus. It bases on stimulus and motivation in human it self.

According to Gestalt that there are two factors in learning. First is understanding and second is personality. Learning is not only done reactively but also done by awareness, motivation, and purposes.<sup>7</sup>

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<sup>5</sup>H. Mahmud, *Psikologi Pendidikan*, Bandung:CV. Pustaka Setia, 2010), p.82.

<sup>6</sup>Desmita, *Psikologi Perkembangan Peserta Didik*, ( Bandung:PT. Remaja Rosdakarya, 2009), p.97

<sup>7</sup>H. Mahmud, *Psikologi Pendidikan*, Bandung:CV. Pustaka Setia, 2010), p.88-89

## 2) Cognitive Developmental or Constructivism Theory

This theory developed by Jean Piaget. He said that the knowledge is the interaction continue between individu with the the environment. Piaget also explained cognitive development is influenced by three process. First assimilation, accommodation, and equilibration. Wiji Suwarno explained that the experiences from the five senses can built a knowledge.<sup>8</sup>

## 3) Discovery Learning Theory

This theory developed by J Bruner. He explained that the students must active in teaching and learning process. The students organized the learning material with a last form.<sup>9</sup>

### c. **Humanistic Theory**

Arthur Comb, Abraham H. Maslow, and Carl R. Roger is the humanistic developer. In this theory explained that the important things is not how the learning material are explained, but how the learner can get the meaning of the material.<sup>10</sup>

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<sup>8</sup>Wiji Suwarno, *Dasar-dasar Ilmu Pendidikan*, ( Yogyakarta:Arr Ruzz Media, 2009),p.58.

<sup>9</sup>M. Dalyono, *Psikologi Pendidikan*, (Jakarta:Rineka Cipta, 2009),p.71-72

<sup>10</sup>Wiji Suwarno, *Dasar-dasar Ilmu Pendidikan*, ( Jogjakarta:Arr Ruzz Media, 2009),p.72.

This theory explained that the teacher must help learners in developing their selves. It means that the learners must be helped in developing their potential.<sup>11</sup> Humanistic theory explained that the human have character factors to do self actualization. Every human has potential to get health and grow creatively. The human is the individual who active, responsible, creative, free and self fulfillment.<sup>12</sup>

This theory is contra with the behaviorism theory that the human attitude is influenced by factors from outside.

From the explanation of learning theories above, it can be concluded that learning is an activities which is done by someone to get the skills of knowledge. There are relations among stimulus, response, reinforcement and insight.

## 2. Writing

According to Carrolin T. Linse that the writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may called as an arranging text.<sup>13</sup>

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<sup>11</sup>M. Dalyono, *Psikologi Pendidikan*, (Jakarta:Rineka Cipta, 2009),p.43

<sup>12</sup>Desmita, *Psikologi Perkembangan Peserta Didik*, (Bandung:PT. Remaja Rosdakarya, 2009),p.45-46 .

<sup>13</sup>Carolin T.Linse, *Practical English Language Teaching Young Learner* , (New York:McGrew-Hill Companies, 2005), p. 98.

According to Jeremy Harmer, there are many reasons that why writing should be taught. The first one is reinforcement, that in spite of oral language become the way for getting language, but written language give many advantages for our understanding of appropriateness of oral and visual and useful to be a means for learning new language. The second reason is language development which is the actual process of writing is quite same with process of speaking which can help in learning. Third reason is learning style. Some students learning language by looking and listening, but many students learn language in a slower way. Writing become a reflective activity for students. The last reason for teaching writing is that writing is the basic language skill, it is also important as listening, reading, speaking. So, it is why writing is important to be taught. Students can be taught about how to write letters, report, and replay advertisement, and using electronic media. They also necessary to betaught about punctuation, paragraph construction, etc such as they must learn about how to pronounce english precisely.<sup>14</sup>

H Douglas Brown cited in Peter Elbow showed this concept glibly:

The common sense, conventional understanding of writing is as follows. Writing is a two-step process. First you figure out your meaning, then you put it into language: figure out

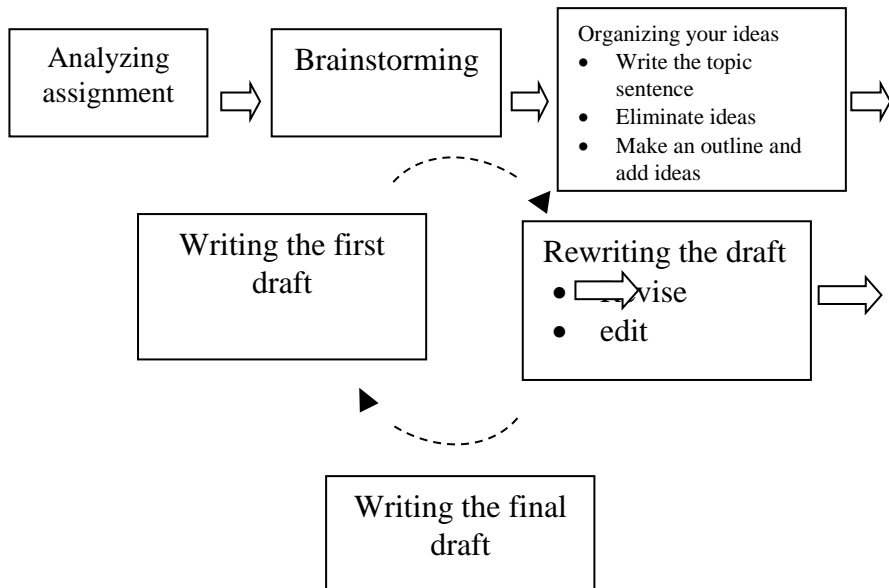
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<sup>14</sup> Jeremy Harmer, *How to Teach English*, (Malaysia: Pearson Education Limited, 2001), p.79-80.



what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don't let things wander into a mess.<sup>15</sup>

Cynthia A. Boardman explained that there are six steps in the writing process, those are analyzing the statement, brainstorming, organizing your ideas, writing the first draft, rewriting the first draft and writing the next or final draft that follow each other. The diagram is showed as follow<sup>16</sup>.



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<sup>15</sup> H Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Francisco: Addison Wesley Longman, Inc, 2nd Ed, 2001).p. 336.

<sup>16</sup>Cynthia A. Boardman, *Writing to Communicate Paragraphs and Essays*. (New York :Pearson Education, Inc.2008), 3<sup>rd</sup> Edition, p.31.

Invention or prewriting activity is activities to get the ideas, strategies, information in writing activity. It is a process of generating the idea by writing. In the mening largely, invention is the process of thinking and reflecting before starting on the first draft of paper.<sup>17</sup> Prewriting is the activity for writing first draft. Gathering ideas can be done by thinking, talking, reading, and writing about the topic. It is a way to warm up our brain before we write first draft.<sup>18</sup>

Then, planning is one of the writing process which is more important and challenge. There are questions that need to answered before doing planning activity. The researcher need to consider about who are the audiences, writer position, purpose of the text, how the factors are related and how they are connected to the information generated during prewriting process.<sup>19</sup>

Drafting is done after students have got the ideas or topic and developed. Drafting is started by writing first draft. There are important factors influence the drafting process. Discipline that is

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<sup>17</sup> James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.108.

<sup>18</sup> Karen Blanchard & Christine Root, *Ready to Write*, (NewYork: Pearson Education, 2003), *Third Edition*, p.41.

<sup>19</sup> James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.114.

meant that students must be guided in leading the time and plan. Flexibility, students should concentrate in generating the ideas, but many students more concentrate to sentence and punctuation, because they think that their draft should be perfect.<sup>20</sup>

Then, pausing and reading. Ann Matsuhashi cited by James D. Williams explained that pausing was done frequently when they wrote or picked up the pen to the paper. Also James cited in Williams that examined deeply and gave advise that pauses was connected to thinking when writing. Pauses is used to think about audience and the purpose. Some writers used to think about punctuation and word choice. Pauses is also used as a chance to read what have written. Reading for measuring their work and conformity with the audience. Some writers doing little in reading, and use it to focus in choosing the words which should do in editing process.<sup>21</sup>

Revising is believed as the most important process in writing activity. But many students have not understood yet about revising. They more focus on sentences, punctuation, and changing the words or reorganizing sentences which is the activity is called

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<sup>20</sup>James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.115.

<sup>21</sup> James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.117-118.

as editing process not revising. Editing relates to the features of writing and revising relates to what writer do to the writing . James cited in D. Johnson, 1993:

Good writers appear to revise mentally during pauses in composing, and they tend to focus on “global” changes that are intimately linked to their audience, purpose, and stance. Revising, then, requires that writers consider their role and that of their readers in regard to the topic. In addition, effective revising depends on having knowledge about an audience’s motivation for reading a paper. It requires that writers be critical readers.<sup>22</sup>

The last is editing and publishing. Students generating the ideas in prewriting. In planning, students consider the purpose and matching these ideas to the aim. In drafting stage they develop ideas to the written. Then revising, they drill organization and expression or what writer do for writing. The next is editing stage where the students focus on spelling, punctuation of the sentences. And the last is publishing. It is meant that publishing should not print the paper to be a journal or book. By making a bulletin board or wall magazine to be read by people can be called as publishing

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<sup>22</sup> James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.118.

activity. The important one that writing is a social activity where their work can be published or readable by others.<sup>23</sup>

We can use several steps to edit something. We can read silently and make changes if our paragraph is uncommunicative with what we want or the meaning of sentences are unclear. Then, we can check the mechanics by reading silently again, whether the punctuation, grammar and spelling are right or not. And then, we can ask our friend to check the meaning. If there is an incorrect information and unclear sentence. For the last, we can ask friend to read silently, if there is any mistakes in punctuation or spelling, we can change it. If we are still dissatisfied, we can ask to other friend.<sup>24</sup>

So, writing is one of the most important skill to be taught to the students. In order to they have an ability in writing. Writing is used in many aspect such as business, education and etc. And from the writing process above, we can get the conclusion that the bases of writing process are prewriting, writing first draft and editing. But in many references, we can add the writing process by writing final draft then publishing. The purpose of writing process is to make easy in writing. Writing is not a fear some one. It is a skill

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<sup>23</sup> James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.119.

<sup>24</sup> Ann Hogue, *First Step in Academic Writing*, (New York : Addison Wesley Publishing Company, 1996), p.7.

that can be learned, that be master. Writing process become an activity that guides students and give the experiences.

### **3. Understanding Paragraph**

A group of sentences about one topic can be called as paragraph. It has one topic and one idea. Indenting the first word can be done by moving the first word to right about one-half inch. Then, there is a margin that is the blank space in the left and the right side of the page. we should have a title that tells the topic of each paragraph in a few word.<sup>25</sup>

There are three types of sentence in paragraph. First is topic sentence which consist of the topic and the main idea of the paragraph. Then, the sentences that support and consist of ideas that relate to topic of the paragraph, that is the supporting sentence. And the last is concluding sentence that consists of summarize, advice or conclusion of paragraph.<sup>26</sup>

Topic sentence always consist of main idea where it has two part. First is topic. It relates to the subject. Second is

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<sup>25</sup> Ann Houge, *First Step in Academic Writing*, (New York: Addison Wesley Publishing Company,1996),p.3.

<sup>26</sup> Doroty E Zemach & Carlos Islam., *Paragraph Writing from Sentence to Paragraph*,( :Macmillan Publisher, 2005), p.38.

controlling idea that limits to the topic of paragraph that explore the aspect of the topic in paragraph.<sup>27</sup>

Then, the body or supporting sentence that explains the topic sentence. There are some ways to support the topic sentence. First is by using fact, second is by example, and third is using illustration about personal experience.<sup>28</sup> Supporting sentence also has two types those are major supporting sentence and minor supporting sentence. Major supporting sentence explains about topic sentence and minor topic sentence explains about major topic sentence.<sup>29</sup>

Concluding sentence contain of same information or restatement of the topic sentence which is presented differently. Commonly, it is started by using transition such as *all in all, in conclusion, in short, or in summary*.<sup>30</sup>

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<sup>27</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays*, (New York:Pearson Education, 2008),p.4.

<sup>28</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays*, (New York:Pearson Education, 2008), p.6-7.

<sup>29</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays*, (New York:Pearson Education, 2008), p.8.

<sup>30</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays*, (New York:Pearson Education, 2008), p.9.

There are the elements of unity and coherence that should be in a good paragraph as the additional of the three structural parts of paragraph. In the paragraph has one main idea that is stated in the topic sentence, then developed by each sentence and supporting sentence. It is called unity. To make your paragraphs easy to read and understandable, they should in kind of logical order in supporting sentence and the idea linked by transition signal. It is called coherence.<sup>31</sup>

We can make a paragraph based on what we want, if we think that the paragraph is only the group of sentences. Actually, it is not only enough only in group of sentences but also must relate one other based on the topic. If the topic sentence in the first of paragraph, it is called deductive paragraph but if it is in the last is called inductive paragraph.

#### **4. Kinds of Genre**

The Australian Semiotician, Anne Freedman that cited by Peter Knapp writes that:

First, genre is an organising concept for our cultural practices. Second, any field of genres constitutes a network of contrasts according to a variety of parameters. Third, genre is place occasion, function, behaviour and interactional structures: it is very rarely useful to think of it as a kind of text. Fourth, cultural competence involves knowing the

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<sup>31</sup>Alice Oshima & Ann Hogue. *Writing academic English*, ( New York:Addison-Wesley Publishing Company, ), p.4.



appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift.<sup>32</sup>

The first type of genre is narrative. Narrative is to tell a story and the purpose is to amuse or entertains the reader.<sup>33</sup>

The second text type is recount. Recount is to retell something that happened in the past and the purpose is to describe what happened and when it happened.<sup>34</sup>

The next is description is the text to describe a particular person, place or thing in detail. And the schematic structure are identification that identifies the place, person, and thing to be described.<sup>35</sup> The fourth is report. It is the text to present the information about natural and non natural phenomena. And the schematic structure are title that indicates the report, general statement that introduce the topic, and description that explains the topic such as physical characteristic, behaviour, land form and

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<sup>32</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*, (Sidney: University of New South Wales Press, 2005), p.21.

<sup>33</sup>Mark Anderson & Kathy Anderson, *Text Types in English 2*, (Malaysia:Macmillan Education Australia,2003),p. 6.

<sup>34</sup>Mark Anderson & Kathy Anderson, *Text Types in English 1*,(Malaysia:Macmillan Education Australia,2003), p.48.

<sup>35</sup> Jenny Hammond , et.al., *English for Sosial Purposes*, (Sydney:: Macquarie University, 1992),p.78.

uses.<sup>36</sup> The fifth is review. Review is kind of text to critique the quality of an art work such as book, film, etc.<sup>37</sup>

Then, discussion text is the text about topic that have the opinions about the topic in more one side.<sup>38</sup>

The next is news item. News item is a text type used to inform readers, listeners, or viewers, about events of the day which are consider newsworthy or important.<sup>39</sup>Then, procedure used to describe about something completely by using the sequence of steps.<sup>40</sup>

Then, exposition is a piece of text that presents the issue in more one side and to persuade the reader about that issue or something that should or should not be the case or be done.<sup>41</sup>

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<sup>36</sup> Jenny Hammond , et.al., *English for Sosial Purposes*, (Sydney: Macquarie University, 1992),p.90.

<sup>37</sup>Jenny Hammond, et.al., *English for Sosial Purposes*, (Sydney: Macquarie University, 1992),p.92.

<sup>38</sup> Mark Anderson & Kathy Anderson, *Text Types in English 2*, (Malaysia:Macmillan Education Australia,2003),p.116

<sup>39</sup> Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*(New York: New York University Press, 2008), p. 200.

<sup>40</sup>Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler Antipodean Education Enterprise, 1995) ,p. 206.

<sup>41</sup> Mark Anderson & Kathy Anderson, *Text Types in English 1*,(Malaysia:Macmillan Education Australia,2003), p.122.

Then spoof. Spoof is a text type that purpose to retell an event with a humorous twist.<sup>42</sup> The last is Anecdote is to tell about an unusual incident.

The kinds of genre above is the kinds of genre that is taught in the school. It is included the descriptive text that is also taught in junior high school. In writing, the text types are important to be learned. Every day we will find the text types in news paper, magazine, book, etc. For explaining more about descriptive text, will be explained in the next.

## 5. Descriptive Text

According to Linda Gerot that the purpose of descriptive text is to describe about people, place or thing. The generic structure of descriptive text are identifying something that is described the phenomenon, and it is called identification. Then, description that describes about the part, qualities, and characteristic.<sup>43</sup>

The significance grammatical pattern of descriptive text are focus of specific participant, using simple present tense, use of

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<sup>42</sup>Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler Antipodean Education Enterprise, 1995) ,p.192.

<sup>43</sup>Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler Antipodean Education Enterprise, 1995) ,p.208.

descriptive adjective to explain more, then using of verb of being and having, and the last is focus on specific participant not general.<sup>44</sup>

Example of Descriptive text.<sup>45</sup>

Title	Natural Bridge National
Identification	Natural Bridge National is a luscious tropical rainforest.
Description	It is located 110 kilometers south Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night time visitors to the cave will

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<sup>44</sup>Jenny Hammond, et.al., *English for Sosial Purposes*, (Sydney: Macquarie University, 1992),p.78.

<sup>45</sup> Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler Antipodean Education Enterprise,1995),p.209.

	discover the unique feature of the glow worm. Picnic area offer toilets, barbecues, shelter shed, water and fireplace, however over night camping is not permitted.
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The use of the words that refer to the senses of sight, sound, touch, smell and taste or usually called as sensory words must be used in writing descriptive. It makes the reader easy to imagine what we are describing. As well, the physical characteristics such as height, weight, and hair color, also used when describing person. Use detail to write good description to make reader easier to imagine the person who is described.<sup>46</sup>

Actually we often describe things, person, or places in our daily life. It such as when we are talking with our friend about something that lose. Then we will ask our friend and called the characteristics of it. If we are aware when we called the characteristics, it is same as we describing things, and it is will be a descriptive text if we write those on paper.

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<sup>46</sup> Karen Blanchard & Christine Root, *Ready to Writen* ,(NewYork: Pearson Education, 2003) *Third Editio*, p. 69-70.

## 6. Clustering Technique in Teaching Descriptive Text Writing

Clustering is one of the technique to generate the ideas like brainstorming technique. This technique is by writing down the ideas that relate to the topic. In brainstorming technique, write down the ideas in a list, but in clustering technique, write down the ideas in circles around the topic. Then, generate the ideas and write down in smaller circles. By using clustering technique, it can be seen which one the ideas that can be used. The clusters that have little circles or branches can be deleted, and use the clusters that have many circles in order to the ideas can be improved.<sup>47</sup>

To get new ideas and combine them, clustering and branching give the technique to connect the ideas. The researcher can decide that whether the subtopics are important or not and whether the ideas relate to others.<sup>48</sup>

Clustering is the one of techniques in prewriting. In clustering, lines and circles are used as the way to connect our ideas. Our ideas are drawn in the diagram. There are steps in cluster. Start with drawing a circle and write a topic inside. Then, write the ideas based on the topic in the circles around the main circle. Use the lines to connect the ideas to the main topic. Then,

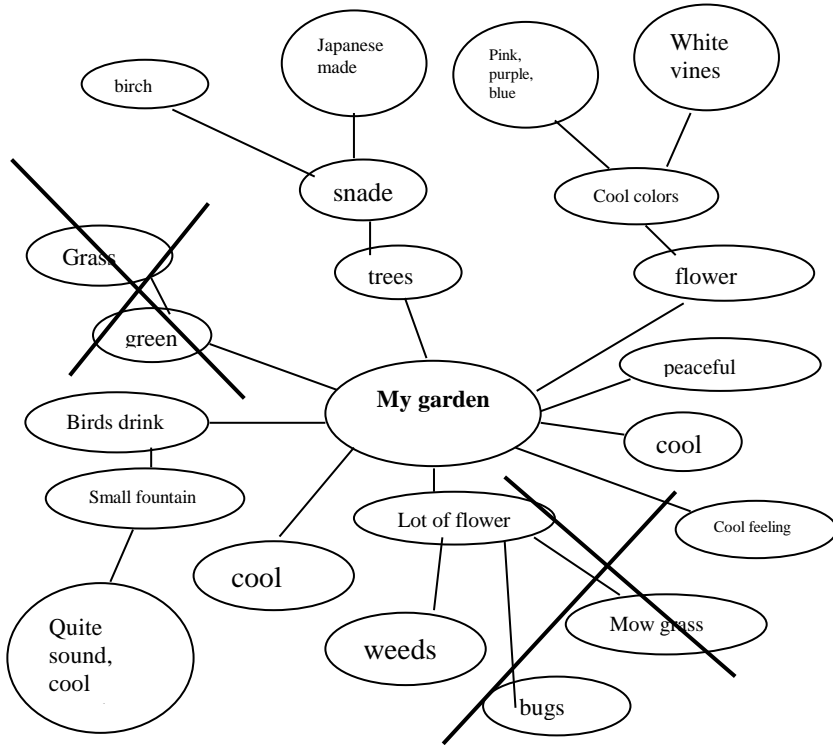
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<sup>47</sup>Ann Hogue, *First Step in Academic Writing*, (New York : Addison Wesley Publishing Company,1996) ,p. 91-92.

<sup>48</sup> Dawn Sova, *Writing Clearly A Self Teaching Guide*, (USA:John Wiley & Sons,Inc,2004), p.30.

write the more ideas that related to the new ideas and connect them or makes more branches.<sup>49</sup>

For the sample of clustering technique can be seen at the picture below:



Basicly, if we learn about the clustering, it is same as mind mapping. It draws the ideas that is drawn as same as branches.

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<sup>49</sup> Karen Blanchard & Christine Root, *Ready to Write* ,(NewYork: Pearson Education, 2003) *Third Edition*, p.42.

Clustering is another kinds of brainstorming or freewriting. it can help the think of many ideas in writing. Paragraph before was explained about the steps when we want to cluster. We just draw circles that contain of one topic and ideas that relate around the topic. Then, connect circles by lines.

From the explanation about clustering above can be concluded that clustering is one of the method or technique in learning language. By using clustering, students can be interested in learning, and they do not feel bored and they can generate the ideas easily. One of the techniques that can be used as in teaching writing is clustering technique. In this technique teacher can use circles as one of characteristic of clustering technique.

### **C. HYPOTHESIS**

Hypothesis is an answer that temporary toward research question until it's proven through the data that are collected.<sup>50</sup>This research is conducted based on the hypothesis: Clustering technique can improve students' writing skill of descriptive text at VIII C students of MTs NU 02 Al-Ma'arif Boja, Kendal in academic year 2013/2014 .

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<sup>50</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006), 6<sup>th</sup> revised, p. 71.



