

CHAPTER II

THEORETICAL REVIEW

A. Clustering Technique

Clustering also known as diagramming, webbing concept or mapping is a technique that can be used to help students' composition. It is supported by Oshima and Hogue (1997:48), on their book "Introduction to Academic Writing", who states that Clustering is a prewriting activity used by writers to produce ideas. The ideas often end up in an outline of what will be written while this technique causes students to pay attention to their thoughts. In addition, clustering requires the student to gather, obtain, or develop ideas for the writing successfully.

1. The Process of Clustering

Clustering is a brainstorming activity that generates ideas, images and feelings around a topic or stimulus word. Clustering technique is similar with brainstorming activity that we can use to generate ideas. Tilaar (2010:72) also describes that clustering is created around a single word or text placed in the center, to which associated ideas, words and concepts are added. It can also be a tool to gather vocabulary in the students' mind. Furthermore, clustering is also a way to get started to write which includes activities of finding topics, generating ideas,

planning content and organization. Clustering according to Gary Tate is a visual way to look at your ideas and relate them to each other. In brief, Gary Tate (1976:17) administering clustering can stimulate writer especially students to generate and organize ideas.

The processes of clustering started by writing the topic in the middle of page and circle it. The next step is writing down some ideas that are in mind and putting them in boxes or circles then connect to previous word with a line. At the end of clustering, the design of all ideas presented. According Moore (1996:14)

B. Writing

1. The General Concept of Writing

Writing is a way of finding out what people know and what people need to learn. Spoken words disappear as soon as they are spoken, but writing freezes their thoughts, makes them visible and permanent so people can examine and test their quality. It can be seen that writing is a way of remembering because it makes word permanent and writing also is a good way to communicate because when writing, the writer really thinks about what he or she want to be communicated by writing it. That is a way of keeping themselves honest because writing is a way of arguing with them.

According Rogers (2005:1) Writing is one of the most significant cultural accomplishments of human being. It allows us to record and

convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or at distant time. There are a lot of definitions stated by experts; Raymond (1980:2) states one of them, he defined that writing is more than a medium of communication. It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression.

Writing is one of the four language skills, the others being reading, speaking and listening. Writing is important aspect of the school curriculum and it accounts for a significant part of the examination syllabus. Therefore, writing ability is the ability to express ideas, thoughts, and feelings in written language. According Raymond (1980:2) Writing makes word permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library. According Langan (2006:20) Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested.

Every writing has a purpose based on the content of the text. The purpose of writing are to express one self, to provide information, to persuade readers, and to create a literary work. Those four purposes of writing contribute importantly to human thought and culture (Troyko, 2010 p.6). The essential writing will need a long process from the

planning, drafting, writing, and revising. This process can be done by anyone, especially students. The stages of writing process is 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.

Based on definition of writing above, it can be concluded that writing is a process of expressing ideas and information in written language which has some rules such as grammar and rhetoric features.

2. Types of English Writing

The demand of writing is more than writing in a native language since students should take into grammatical rules before starting to write. Before discussing the types of writing, the researcher quote Finocchiaro's opinion (1973:85), she says that: "The type of writing system (alphabet, picture), which exists in the native language is an important factor in determining the ease or speed with which students learned to write."

From the explanation above the researcher concluded that it is not guarantee that a native speaker is always able to write a good composition in his native language without having a creative power of anything beautiful or intrinsic value for the content of a composition. Yet, we can use this creative power as a sign that he knows how to write a foreign language. Should know the component of writing such as

grammar, form, content, style, and mechanic in order to make a good composition. There are two types of English writing:

a. Practical or factual writing

This type of writing deals with facts. The researcher can find this type in the form of letters, summaries, or description of how to do something and describing something.

b. Creative and imaginative writing

This type of writing exists in literature. The examples are short stories, novels, romances, etc. in this type, students may choose the characters and events directly by giving reasons, examples, facts, statistics, and quotations (astri, 2011 p.20).

3. Components of Writing

There are five components of writing they are content, form, grammar, style, and mechanics. The following are the explanation of them:

a. The content is the substance of writing or the expression of the main idea (unity).

b. Form relates to the logical organization of the content (coherence).

- c. A syntactic patterns. There are difference levels of grammatical usage, informal English, general English, and formal English. The best level for education field especially in senior high school is general English.
- d. Style relates to the choice of structure and lexical items to give a particular tone to the writing.
- e. Mechanics concern with the use of graphic convention of the language.

4. Teacher's Role in Writing Class Activity

During a lesson, the teacher needs to manage the activities and the learners in the classroom in different ways. It means that a teacher needs to behave in different stage of the lesson (Spratt, 2005 p.145).

A teacher can be planner, informer, manager, monitor, involver, parent/friend. All the roles must be mastered by the teacher whenever students need. In writing class activity, most teachers' role tend to be a facilitator. As a facilitator, the teacher not only offers guidance in helping students to engage in the thinking process and composing respect for student opinion, but also the teacher must not impose his or her own thoughts on student writing (Brown, 2001 p.340).

5. Characteristics of writing

Writing skill not only talks about grammar and vocabulary, but also of conceptual and judgment elements. In writing, students usually make many mistakes, such as in grammar, spelling, structure and also the content. According to Boardman (2008, p.18-25), there are three characteristics in writing a good text or paragraph, namely:

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

b. Cohesion

Another characteristics of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

c. Unity

All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

6. The Techniques of Teaching Writing

To be able to write in foreign language, students must be trained systematically through writing exercises starting from the early to an advance level, from the simple to the complex one. Here are the kinds of exercises based on Rivers (1981, p.245).

a. Copying

Copying should consist of section of work that already learned orally and read with the teacher. As the students are copying, they should repeat to themselves what they are writing, the only focus on spelling and punctuation.

b. Reproducing

In this exercise, the students will attempt to write without learning orally and reading the textbook before. Here, the students work hardly to find a good idea and topic, develop it, and follow the stages of writing process untill producing the writing product.

c. Recombining

In this activity, students are required to reproduce learned work with minor adaptations. The writing of recombination requires not only the ability to manipulate grammatical structures but also knowledge to to represent meanings. The students will write structure drills such as

making substitutions of word and phrases, transforming sentence, expanding them to include further information, and contracting them by substituting pronouns for nouns or single word for groups of words.

d. Guides Writing

At the guided writing stage, students may begin with completion exercise where parts of sentences are given and the structural patterns. Are established. The students will be given some freedom in the selection of lexical items and structural patterns for their written exercise.

e. Composing

Composing involves individual selection of vocabulary and structure for the expression of personal meaning. Exercise in composing relates to the first material being read and discussed. The students will be asked to describe, explain, or review. They also will be asked to comment on or develop ideas beyond those in the material read.

7. Writing Process

Writing process is a way of looking at when people do they when they compose a written text. Writing involves a process of constructing linguistic, vocabulary knowledge, syntactic patterns, and cohesive devices. As writing is a process, it has stages that help writers control the hard work of writing and improve their skills.

There are five stages of the writing process, they are: prewriting, writing, revising, proofreading, and publishing.

Prewriting is the preparation of the writer before writing, whether the writer is ready or not. Here the writer must get the idea, and the idea can be obtained by making a mind mapping or conducting an interview. The prewriting stage should be very active, with discussion of the topic area to make sure that everyone has something to write about.

After getting the topic, the next step is writing. In this step, besides putting the idea on the paper, the writer should also develop the idea obtained from prewriting. After getting some key words to develop the idea, then begin with the most important information and end with the least important, so the information related to the idea will be well ordered.

The third step is revising. It can be done by the teacher and sharing the writing content with a partner. Here, the teacher tries to check students' first draft by revising and marking the mistakes done by the students. There will be a lot of and varied mistakes, especially in grammar.

After revising, proofreading becomes the important step for looking for the fixing errors. The ways that should be done are checking indentation, capitalization, and punctuation. In other words, it can be said that this step is the continued revising.

The final step is publishing. After passing every stage orderly, it is time to share the writing with others where the final product is shown to the readers (Astri, 2011 p.14-16). According to Lee (2002, p.181) the instruction of the writing process is divided into two levels:

a. The beginning level of writing instruction

It includes the teaching of skills such as punctuation, letter formation, capitalization, and spelling.

b. The advanced level of writing instruction

Here the learners must produce a considerable amount of public writing because of the scientific and literary nature of the subject they are studying. They are expected to produce different kinds of texts based on the syllabus.

C. General Concept of Analytical Exposition

An *exposition* is a rhetorical discourse that provides information about or an explanation of difficult materials. An analytical writing interprets subtle meanings, imagery, allegories, or other symbolism in a literary or artistic work. Exposition is a text that elaborates the writer's idea about the surrounding phenomenon. It also is a piece of text that presents one side of an issue. Its social function is to persuade the reader that the idea is an important matter.

1) Social function

It functions to persuade the reader or listener to take action on some matters. If we have ever tried to persuade someone to believe something or if you have argued with someone, then you have used the exposition text. The purpose of its text is to persuade the reader or listener by presenting one side of an argument.

2) Generic Structure of Analytical Exposition.

- a. Thesis: Introducing the topic and indicating the writer's position. It is an introductory statement that gives the author's point of view and previews the arguments that will follow. It introduces topics and indicates the writer's position or we can call it as an opening statement that indicates the writer's idea or point of view.
- b. Argument 1: Explaining the argument to support the writer's position. It consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence.
- c. Argument 2: Explaining other arguments to support the writer's position. It just like the first argument, we can call it as another arguments to support the writer's idea. To strengthen and ensure the readers, the writer should give many opinions or arguments and evidences. It is a series of arguments that aim to convince the audiences or readers.

- d. Reiteration: Restating the writer's position. It is a conclusion that sums up the arguments and reinforces the writer's point of view. It restates the position more forcefully in the light of the arguments presented.

3) Language Features of Analytical Exposition

- a. Use of causal and additive connectives to construct the argument such as, however, on the other hand, therefore, thus, leads to, creates, consequently, firstly, secondly, another reason, moreover, in addition, finally, etc.
- b. Use of verbs of being and having for example, it has...., it includes...., it consist of, such as..., for example.... This is to support our opinion and give evidence to the readers.
- c. Verbs of thinking and feeling predominantly in the thesis and summing up stages such as, in my opinion, my opinion is, according to me (thesis); I feel, it needs
- d. Use of vocabulary items to indicate the writer's attitude To convince the readers about the writer's opinion, he or she needs state words or vocabulary to indicate his/her position. For example: it has special power, it gives advantages, etc.
- e. Use of modality to indicate writer's attitude for example: you should consider about this, you may..., you have to think about it, (Hammod,1992: 80)

- f. Usually present tense Compound and complex sentences For example: In Australia there are three levels of government ,
First, the federal government is necessary for the big things..., etc.

Table 2.1 Example of Analytical Exposition

Retorika	Example
Position	In Australia there are three levels of government, the federal government, state governments, and local governments. All of these levels of government are necessary. This is so for a number of reasons.
Arguments 1	First, the federal government is necessary for the big things. They keep the economy in order and look after things like defence.
Arguments 2	Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism.
Arguments 3	Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have diseases.
Conclusion	Thus, for the reasons above we can conclude that the three levels of government are necessary.