CHAPTER II
REVIEW OF RELATED LITERATURE

1.1 LITERATURE REVIEW

A. WRITING

1. DEFINITION OF WRITING

Based on 2013 Curriculum about basic of standard competencies, English is one of the supplementary subjects that has been learnt by the students in senior high school, and also since they were elementary school. Moreover, in learning English, there are 4 skills that has been learnt by students. Those are Writing, Speaking, Listening, and Reading. Writing skill is the hardest skill than other skills. Writing is a process. Eric at.al (2017) it means that there are some steps which have todo when to start writing. First, Students have to decide on the topic what the students want to write. Second, writers explore the topic by reading, listening, and so on that can help the writer build the idea. Third, creatingthe main idea of the topic. Then, students write the draft. The last students have to consider the content, style, mechanics, structure, and so on to make the best draft.

2. ASPECTS OF WRITING

Starting to write a paper, a writer has some aspects that have to consider. A writer can write what they want to say, but a writer has to know that many people will read the paper. Therefore, before starting to write a paper, a writer has to know what the purpose of the text is, and also who the readers are.

3. WRITING ABILITY

Writing ability is one of the productive skill, which representative of our idea, feeling, thought to arrange in words and sentences using hands, eyes, and brain for creating it. Thus, By thewritten we can express our emotional, thought

and everything that we can write which has a purpose. In addition, the aim of writing is to give information to the reader. In writing ability, there are severalaspects that can influence the students' writing performance. There are two aspects; the firsts aspect comes from the external sides, such as; the teacher's strategy in teaching, lack of book references, and lack of facilitation inthe learning process. The second aspects comes from the internal side, such as; the lack of practice in writing.

B. RECOUNT TEXT

1. DEFINITION OF RECOUNT TEXT

Recount text is a kind of written texts that was taught by the teacher in the junior high school. Recount text is the one of text types which retells past events for the purpose of informing or entertaining. While according to Rahman (2022) a recount is a piece,a recount is a pieceof text that retells past events, usually in the otherin which they happened.Thus, special features of recount text could be found in its sequence of events which retell past events chronologically.

A recount reconstructs past event in the time in order in which they occurred Hasna (2021) It means in details, that recount involves what happened, who was involved, where it took place, when it happened and why it happened. As mention above, recount is use to retellabout an event that has occurred in the past. Therefore, recount is always written in the past tense. It is important that the writer have to aware about it. Even though recount text follows a basic structure, the relationship between the text and the reader willchange the language that is used Jawahar (2019). Language used is becoming awareness in writing in order to give clearness and understanding for the reader. Further, when writing recount, we also should concern on the sequence of the events that can be more developed, shortened or omitted.

Recount is a part of the text types that most of all the text type which is consist of grammar of speech. Genre, text, grammar Technologies for teaching and assessing writing. We have already known that recount has sequence of event that should be concern. Therefore, we supposed to see a common action verb and temporalconnectives in the recount.

From some definition above, we can conclude that recountuse a way to retelling the past events or describing an experience in the chronological order. Because of this text retell something that happened in the past, the tense that used in this text is past tense. Then, language used and sequence are the important part in writingrecount for the writer in order to avoid misunderstanding between the writer and the reader.

2. PURPOSE OF RECOUNT TEXT

According to Sianipar (2020) the purpose of recount is to reconstruct past experiences by retelling events in original sequence. The other purpose of recount text is to tell or amuse the reader or audience. It is line with Artono Wardiman in his book English in Focus who stated that the social function of recount text is to give the audience a description of what occurred and when it occurred and to retell events forthe purpose of informing and entertaining Yulianawati (2018). From that purpose, means that recount is not only retell the past activities that happened, but to inform the reader about some information that happened. For example, retell the fact about disaster that happened like in the newspaper or magazine. Then the purpose of recount also to entertain means that the recount text expected to amuse the reader about the text that has written.

Arianty (2017) also supported that the social function of recount text retells events for the purpose of informing and entertaining. It means recount is a way of retelling an important event or describing an experience that we have had to

other for somereason or purpose. So that recount can really help people to imaginewhat an experience was like, so use lots of descriptive words and phrases to make it seem like the reader is there with the writer.

3. TYPE OF RECOUNT TEXT

As mentioned before, recount text is a text that retell someone activity or experience in the past. The purpose of recount text is a recount reconstructs past events in the time order in which they occurred.It involves telling what happened and interpreting or evaluating the experience in some way Yunita (2018).

In other word, the purpose of recount text is to inform and alsoto entertain the reader. In recount text, there are three types of recount text: Personal Recount, Factual Recount, and imaginative Recount.

Below are the types of recount text according to Yunita (2018) :

a.   Personal Recount

Personal recount is retelling an event that the writer has experienced.Before by his or her self. It means that the writer actively involved doing the actions. The purpose of personal recount is may be used tocommunicate or to build the relationship between the writer and the reader. The examples of this personal recount are: diary, personal letter, and biography or autobiography.

b.   Factual Recount

Factual recount is a text that record a specific incident already happen, records the details of an event by reconstructing some factual information. The purpose of factual recount is to inform the factual information or events, the example of this factual recount are: traffic report, a science experiment, police report ofan accident, news story, eyewitness, news report, speech, and historical events.

c.   Imaginative Recount

Imaginative recount is a kind of recount text which retell imaginative story that the events of story do not occur in the reallife. It also has an imaginary role and creates imaginary details by applying factual knowledge in order to interpret and recount event. Later, the imaginative recount also places the imaginary roles and details in a realistic context. It is different with narrative that doesnot apply factual knowledge and does not place the imaginary role and details in a realistic context. The imaginative recount is usually made for the purpose of educating, for example textbook, besides the narrative is usually made for entertaining the reader in imaginative context, for example fable, fairy tale and mythos.

Additionally, there are three parts generic structure in recount text, consists of Orientation, Events and the last is Reorientation. The first parts, background information of the text or we call orientation. In this part, it provides the general information such as introdu ction the event or experience, what the event is, when it occurs, where it occurs. The second part, events or we can say climax. In this part, we explain and describe the event in the chronological sequence. The students should write the details information about the events. The last part, re-orientation or conclusion, we close the text with providing the author's comments and opinion. In the writing recount text, it is usually written in the past tense.

Table 2.1 Type of Recount Text

	Personal Recount	Factual Recount	Imaginative Recount

Audience	Child or Adult	Child or Adult	Child or Adult
Tense	Past tense sentence	Past tense sentence	Past tense sentence
Language	Often focuses on adding personal and emotive responses	The focus is on using evaluative language (e.g. importance, significance, influence, achievement)	Often includes imagined personal responses.
First and third person	Written in first person using personal pronouns (I, We)	written in the third person using pronouns (he, she, and they). It may be written in the passive voice.	Written in the first person (I, We)
Addition of details	Interesting ideas may be chosen to add some humor	Precise retelling assists readers to accurately reconstructingt what happened. Appropriate explanations and justifications may be included. Sometimes in an experiment,t the outcome of the activity is explained.	Imaginative details may be added to the tale that has been written in a realistic setting.

Series of event	Sequenced details of who, what, when, where and why (sometimes) are included.	Precise details of time, place and manner are added.	Sequenced details of who, what, when, and where are included.

Recount text is the text that retelling the past events chronologically. From the explanation above, that the recount text is not just had one types. There are three types of recount text, they are: personal recount, factual recount, and imaginative recount. Each type had different purpose or function. The purpose are like: to inform and to entertain in personal recount; just to inform the factual information in factual recount; and retell the imaginative story to entertain the reader is the purpose of imaginative recount.

4. SCHEMATIC STRUCTURE OF RECOUNT TEXT

To good in writing recount text, there are some schematic structure that the writer should know in order to make the coherence to each paragraph.he schematic structure of recount text consists of three parts, namely orientation, sequence of event and reorientation. Thefurther explanation is as follows.

a. Orientation

In orientation, it provides the setting and introduces the participants about the text. It told the reader who was involved, what happened, where this event took place, and when it happened. And location for orientation in the first paragraph.

For example :

Last Wednesday was a tiring day. I spent my time to do a lot of activities, that I had no time to take a rest……… **(First paragraph)**

…………………………………………………………………………

………………………………………………………………………….

(Middle paragraph)

b.   Events

This part tells what happened in sequence. It gives more information about the story and give the details of what, who, where, and when. Then, this part also tells how the characters are a personal recount, factual recount, or imaginative recount react to the complication. It includes their feelings and what they do. The event can be told in chronological order (the order in which they happen) use conjunction or connectives like: first, next, then,finally, and so on. The audience isgiven the narrators' point of view. And the location "the events" in middle of paragraph.

For example :

…………………………………………………………………………………

…………………………………………………………………………………

……………………… **(First Paragraph)**

First, in the morning, I went cycling. After that I went to school to study until 3 pm. After school I went to sport hall to play badminton until 8 pm. I played too seriously that I felt really tired.After that, I went home. But when I wanted to sleep, I rememberedthere was some homeworks I had to do. I

*did my homeworks until 11 pm. And finnally I could take a rest in my bed.* **(Middle Paragraph)**

……………………………………………………………………………………
……………………………………………………………………………………
………………… (**The last of paragraph**)

c. Reorientation

Reorientation is a conclusion of the events or the end of the story Sometimes, it is also describe the writer opinion about the events, but this just optional. And location "reorientation" in the last paragraph.

For example :

……………………………………………………………………………………
……………………………………………………………………………………
……………..……………………………………………………. **(First paragraph)**

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………… **(Middle paragraph)**
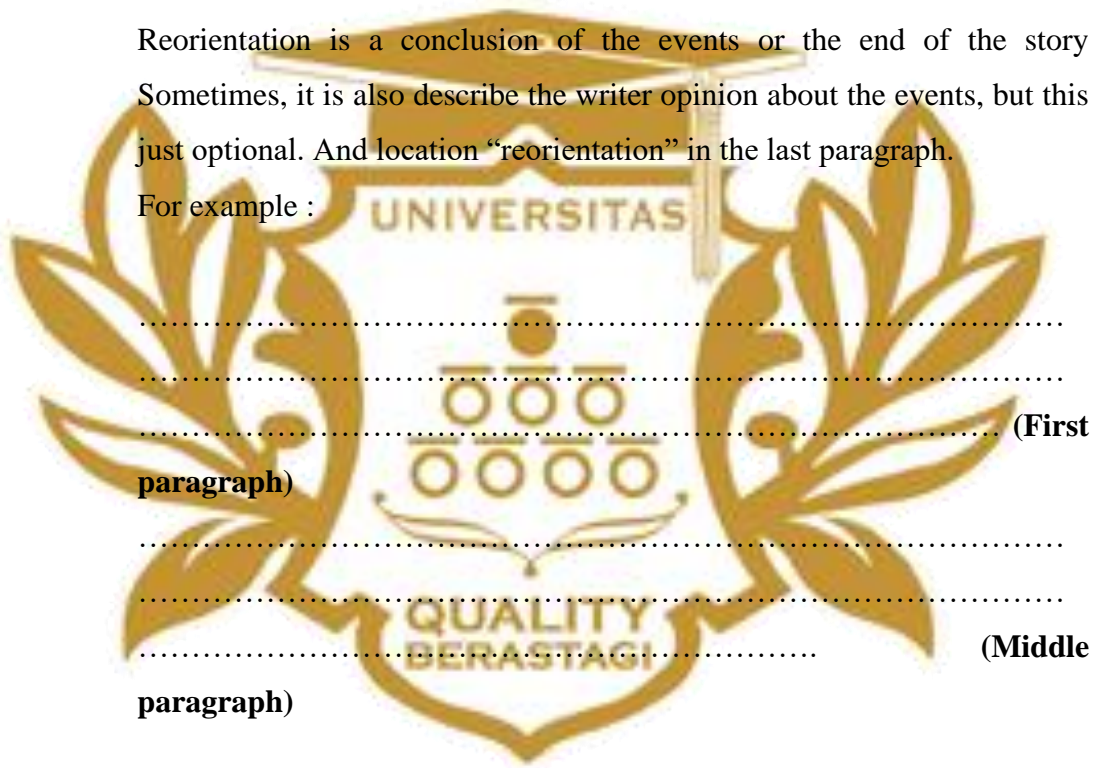
Those activities made me exhausted **(The last of paragraph**)

5. THE LANGUAGE FEATURE OF RECOUNT TEXT

Besides the generic structure of recount text, the writer also should know about the language features that used in recount text. Because language feature of the text is the essential part in writing text. Language feature also can use for

identifying what kind of the text is. According to Norman coe at.al (2016) are seven language features in recount text, they are :

a. Simple Past Tense: Recount texts predominantly use the simple past tense to describe past events and experiences. For example, "I went to the park yesterday" or "She cooked dinner for the family last night."

b. Time Adverbs: Adverbs of time are used to provide specific time references in recount texts. Examples include "yesterday," "last week," "in 2019," or "during my summer vacation."

c. Chronological Connectives: Recount texts often employ chronological connectives to indicate the order of events. These include words like "first," "then," "next," "afterward," "finally," or phrases like "to begin with," "following that," "subsequently," and "in the end."

d. Sequencing Words: Recount texts may use sequencing words to organize the events or experiences being recounted. Examples include "firstly," "secondly," "thirdly," "after that," or "finally."

e. Descriptive Language: Recount texts may include descriptive language to add vividness and detail to the events or experiences being recounted. This can involve the use of sensory adjectives, strong verbs, and figurative language to enhance the reader's understanding and engagement.

f. Direct Speech: Quotations or direct speech can be used in recount texts to convey conversations or dialogues that occurred during the recounted events. It helps to bring the narrative to life and provide a sense of authenticity.

g. Time Markers: Words or phrases like "in the morning," "at noon," "in the evening," or "at night" can be used to provide more specific time markers within the recount text

6. PROCESS WRITING RECOUNT TEXT

Stated there are six steps of writing a good composition, they are :

a.   STEP 1 (Pre-write to Get Ideas)

This step was the first step of writing recount text that have to be done by the writer is trying to understand what are going to be written by using clustering technique. By using clustering technique in prewriting, the writer gets easier to brainstorm inorderto collect their ideas.

b.   STEP 2 (Organize the Ideas)

The second step is organizing the ideas. In this step, the writer develops the ideas that the writer got from the first step by selecting, eliminating and adding. In this step the writer also putthe events into time order by choose the part of the clusteringdiagram that has the best ideas and ignore the parts that are not related to the topic.

c.   STEP 3 (Write the Rough Draft)

In this step is writing a rough draft. This rough draft is a development from the second step. There are three important things that the writer should do in writing a rough draft: The first writer has to start the paragraph with a sentence that tellswhat eventor experience that the writer is going to write about. (example: The most memorable vacation I ever took was a bicycle trip across Canada.) Second, the writer has to use time order to organize the composition. Then, the writer also has to use the time order words and phrase. And the Third, the writer has to pay attention to the sentence structure.

d.   STEP 4 (Edit the Rough Draft)

The fourth step is editing the rough draft. In this step, the writer checks the rough draft by his/herself. The Purpose of a recount is to retell an event in chronological order. The purpose of this step is to find any mistakes that exist in the rough draft. In addition, we also can use simple recount checklist to identify the mistakes that exist especially about the chronological orderin the recount.

e.   STEP 5 (Write the Second Draft)

After checking and finding the mistake in the rough draft, the writer should re-write another draft. This fifth is purposed to revise the rough draft before. This second draft usually is handed in to the instructor or teacher to be re-checked.

f.   STEP 6 (Write the Final Draft)

After the instructor/teacher returns the second draft, the sixth step is writing the final composition of the recount for final evaluation. This step also consists of revising the second step if there any correction from the instructor or teacher. The researcher concludes that the process of writing recount consists of four main activities. They are: drafting, checking, revising, and final writing. The process of writing is very important to make our writing as perfect as possible.

C. CLUSTERING TECHNIQUE

1. THE DEFINITION OF CLUSTERING TECHNIQUE

Technique is the implementation that takes place in a classroom. It is like a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well Griffone at al (2019) It is often misunderstood with two others term, they are approach and method. Therefore, it is important to give clear description of those terms to avoid misunderstanding.

There are three level of conceptualization and organization; approach, method, and technique. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.

It can be seen that an approach is the basic concept behind the method of representing teaching and learning of language with certain theoretical. While

method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. It means that method is a procedure orsteps and the way that will be used by teachers in the achievement of learning objectives. Technique is method of doing something expertly or needs skill. Referring to theidea above, clustering is one of techniques in teaching writingbecause it is a teacher's strategy which is applied in the classroom.

Sometimes when people are going to write they feel hardly to find out what they know about the topic or develop the ideas they have. Therefore, people have to know about how to write well to get a good composition in their writing. Writing well comes from working through a process of writing. In the writing process there are some stepsthat will guide us to produce good writing. One of thesteps is prewritingprocess. This step is the first step in writing process. This step is also theimportant step to organize the ideas before the writer start to write. Thereare many techniques that can be used in this step; one of the techniques is clustering technique Tereja at.al (2017) viewed that "clustering is an invention activity which reveals possible relations among facts and ideas.

Ayunisa (2019) added that clustering is a prewriting technique used by writers to produce ideas using a visual scheme orchart it means that clustering is a creative activity, because when creating a clustering people tried to find things related to the topic using a visual scheme or chart. It is might be helpful for the writer for understanding the relationships among the parts of broad topic and for developing subtopics.

Clustering is another effective method that we could use to narrow a subject. To cluster, write the subject in the middle of the page and then circle it and write related ideas around circle around the subject. Because trough clustering technique, a writer could be easily to give an idea of what will be written especially helpful for visual learners. In a cluster diagram the central

events or componentsof an essay are presentedvisually, more detailed events branch of the main events to provide a visual overview of the entire ideas.

According to Langan (2016) "clustering also known as diagramming or mapping which is another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visual way. It means we can use lines, boxes, arrows and circle in implementing the clustering to show the ideas and details that are exist inour mind.

Clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping, or diagraming. Mathivanan (2018) added that by usingclustering, students have recollected some important details about a number of the title that given, and it may help students focus on an occasion they want to describe in his paper. Steps to Writing well with Additional Reading.

From the definition above, the writer conclude that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering will help the students how to associate the ideas, how to write down the ideas that existin their minds, and how to develop ideas into a good paragraph unity.

Clustering can be useful for any kind of writing. Besides, clustering is not only writing all ideas that is exist, but we also can omitted the ideas that has been write if it far from the topic in the center. Writers used it in the early stages of planning an essay in order to find subtopic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting organize information.Writers can use clustering to plan brief section of an essay as they are drafting.

2. THE STEP OF USING CLUSTERING TECHNIQUE

Clustering is a way of generating and connecting ideas visually. It is useful for seeing how various ideas relate to one for developing subtopics. Writers use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of *clustering*.

a.   Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.

b.   Write ideas relating to that topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.

c.   Write down ideas, examples, facts, or other details relating to each idea, and join them to the appropriate circles.

d.   Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.

e.   Keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and or we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing.

D. IMPLEMENTATION USING CLUSTERING TECHNIQUE IN TEACHING WRITING RECOUNT TEXT

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, circles to show relationships among the ideas and details that

occur to them. To begin, take a fresh sheet of paper and writer a general subject in the center.

Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another). Here are the following steps in teaching writing recount using clustering technique:

Step 1 : Teacher explains about recount text, including the kinds of recount, schematic structures, and linguistic features.

Step 2 : Introduce the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate ideas when they started to write.

Step 3 : Teacher gives the students topic to discuss and leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students do not have to worry in generating ideas; it is free forthem to organize their ideas as long asrelated to the topic given.

Step 4 : Ask students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.

Step 5 : After students are able to use clustering technique, ask them to make their own clustering and leads the students while theywork tomake clustering of the topic to make a personal recount text referred to their own experience. Give students an evaluation to check their ability in writing and to know z their problems in writing.

2.2 CONCEPTUAL FRAMEWORK

Writing Ability

Experimental Class	Control Class

Clustering Technique	Convensional Method
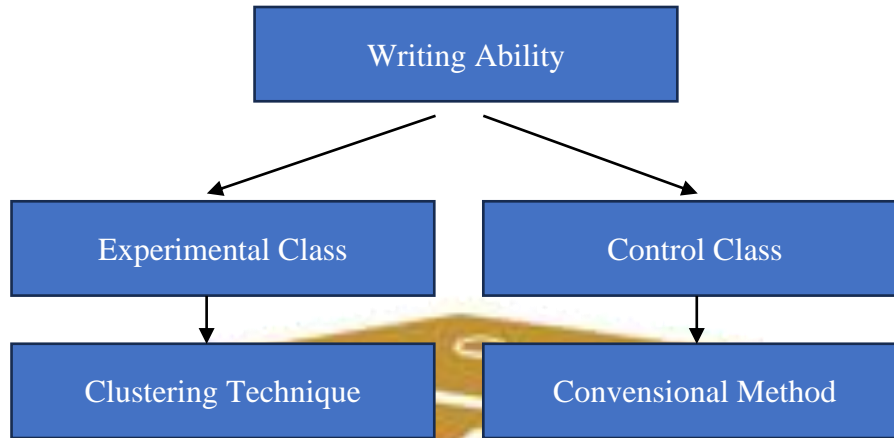
In the above conceptual framework, the independent variable is the "Clustering Technique" or the grouping technique used in the teaching process at SMP Alwasliyah Berastagi. This technique will be specifically implemented in the school.

On the other hand, the dependent variable is the "Students' Writing Ability" at SMP Alwasliyah Berastagi. This variable is the main focus of the research and aims to be enhanced through the utilization of the clustering technique.

The conceptual framework illustrates that the use of the clustering technique as an independent variable is expected to have an impact on improving the students' writing ability at SMP Alwasliyah Berastagi as the dependent variable.

This research will involve the specific implementation of the clustering technique at SMP Alwasliyah Berastagi with the goal of enhancing students' writing ability. The results of the study are expected to provide insights and recommendations that are valuable for the school in improving the effectiveness of writing instruction and students' writing skills at a specific level.

E. Researh Hypotesis

In the context of quantitative research, a hypothesis is a statement of prediction or assumption proposed by a researcher to be empirically tested. Hypotheses in

quantitative research typically focus on the relationships between variables under investigation.

Hypotheses can be divided into two types: research hypotheses and null hypotheses.

Research Hypotheses:

A research hypothesis is a predictive statement assuming the existence of a relationship or difference between the variables under investigation.

Research hypotheses usually state specific relationships or differences that can be tested in the research.

Examples of research hypotheses:

"Educational level has a positive relationship with income level."

"Positive feedback will enhance employee motivation."

Null Hypotheses:

A null hypothesis is a statement that declares the absence of a relationship or difference between the variables under investigation.

The null hypothesis is proposed as an alternative to the research hypothesis, assuming that there is no significant relationship or difference.

Examples of null hypotheses:

"There is no relationship between educational level and income level."

"Positive feedback does not have a significant influence on employee motivation."

In quantitative research, hypotheses are formulated based on relevant theories or literature, and these predictive statements are then tested using statistical methods. The results of hypothesis testing provide information about the validity or truthfulness of the research hypotheses, whether they can be accepted or rejected based on the collected empirical evidence.

It is important to develop clear, specific, and measurable hypotheses in quantitative research to enable valid and objective statistical testing