CHAPTER I
INTRODUCTION

This chapter discuss about introduction of the study, which consist of the background of the study, problem of the study, objective of the study, hypotesis, significances of the study, scope and limitation of the study, and definition of the key terms.

A. Background of Study

Writing is one of the skills for foreign language learners in learning English. Writing is one of the active skills because students should be able to produce or create a form of writing. It is considered difficult for the students at some schools exactly for senior high students. To write well, the students must master some writing components that includes vocabulary, grammar, content, mechanics, and organization. Failure of students in writing tends to occur because the technique used by teachers during teaching and learning is not maximum. Based on the observation, it can be seen that currently some teachers teach without using technique, technique and only use hand book as media to explain. Technique proven to increase student's interest to write everything in their minds. Thus, it is important for English teachers to use a variety of methods, techniques, strategies, and media.

Furthermore, writing is one of the skills to be achieved in English language learning. Meisuri & Wahyuni (2016:144) explained that writing is the most complex and difficult to be mastered by students, so that the students have to pay much attention to lower and higher level skills. Dealing with the purpose of writing, in general writing is to communicate and give information to others indirectly, to

explain about who or what something is and how it happened or why something happened, to persuade the reader to take action based on what the author has written, to express thought, idea, and feeling of author on a specific topic. Mostly students are difficult in starting the writing, they got confused about what to write and also about how to generate ideas. This is because of the lack of knowledge about the steps on writing. It is procedural factors that cause the difficulties for all students.

Nguyen (2015:53) defined that good at writing make the students gets many advantages. Firstly, writing is the best way to help expand their skill of using vocabulary and grammar. Secondly, writing is a crucial tool to support other skills. If student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Writing is one of the ways to transmit thought or ideas to the other people.

In addition, there are some of the types of English text that have to be mastered by senior high students, those are recount, procedure, and descriptive. One of the texts learned by students is a recount text. Saragih, et.al (2014:57) explained that recount text is text written in the form of a report about the experience of a series of related events.

In this research, the researcher uses clustering technique to teach the students in English skill especially in teaching writing because it is one of difficult skill. This technique is introduced by Gabriele Lusser Rico, a professor of English and creativity at San Jose State University, California in 1980. Andriati (2013:50) stated that clustering technique is one of the alternative technique that could be

applied on students' writing skill. It is one potent brainstorming technique for producing the piece of writing. Clustering also defined as a graphic arrangement showing the major ideas and relationship in text or among words meaning. Through clustering technique, the students can easy to create their ideas in a paragraph after they write some keywords based on the students' cluster. The other strategies that have similarities with clustering technique such pattern notes, mind mapping, relational network, webbing concept, diagraming and idea mapping but they all carry the same notion.

One of the problems faced by tenth grade students of MAN 1 Kediri in writing recount text because they cannot arrange the paragraphs according to the structure contained in the recount text. Therefore, clustering techniques are suitable to be used as a technique in writing recount text because students can group their ideas according to the generic structure of recount text before they write in paragraph form. The students can divide into three sub topics according to the existing generic structure and then relate some of these ideas to the main topic of recount text using lines. Thus, students easier to develop their ideas in writing paragraphs and make paragraphs more structured according to keywords grouped in each sub topic.

Several studies dealing with the problem in which clustering technique is used to solve the problem in writing have been conducted by some researchers. The first research was conducted by Marzelia, et.al (2014) with the title *The Use of Clustering Technique to Improve Students' Skill in writing Hortatory Exposition.* The researchers found that using clustering technique can improve the students'

skill in writing hortatory exposition text of the eleventh grade students' at SMA Negeri 1 Palu. The second research was conducted by Adriyati, Meliya (2013) with the title *The Use of Clustering Technique in Teaching Writing Narrative Text (A quasi-experimental study of tenth graders in one senior high school in Bandung).* The result that she got from her research is that clustering is proven to be effective in elevating students' score in writing narrative text. This technique also was very helpful as it became the 'saving' of words which were needed in writing the narrative text, created fun atmosphere in learning. The third research was conducted by Meisuri, & Wahyuni, S (2016) with the title *The Influence of Using Clustering Technique Towards Students' Exposition Paragraph Writing Ability at The Second Semester of the Tenth Grade of MAN 1 Tanggamus in 2015/2016 Academic Year.* The researcher concluded that clustering technique has a significant influence towards students' exposition paragraph writing ability at the second semester of the tenth grade of MAN 1 Tanggamus, Tanggamus, Lampung.

Previous studies show that using clustering in teaching writing is effective. The researcher conducts the research which has not been examined yet by previous studies. They did not conduct the research in writing of recount text. So, in this research, the researcher wants to know whether the clustering technique could be effective and achieve better to the senior high school students in writing recount text or not. Based on explanation above, the researcher conducted the research by the title "*The Effectiveness of Using Clustering Technique in Teaching Writing Recount Text of The Tenth Grade Students at MAN 1 KEDIRI*".

B. Problem of the study

Based on the background of the study stated above, the research question of this study is "Do the students who are taught writing recount text by using clustering technique have better achievement than the students who are not taught by using clustering technique at the tenth grade students of MAN 1 Kediri?

C. Objective of the study

To investigates whether the students who are taught writing recount text by using clustering technique have better writing achievement.

D. Hypothesis

Based on the objective bellow, the hypothesis as follow:

Ho: There is no significant difference on writing achievement between students who are taught writing recount text by using clustering technique than the students who are not taught by using clustering technique at the tenth grade students of MAN 1 Kediri.

Ha: There is significant difference on writing achievement between students who are taught writing recount text by using clustering technique than the students who are not taught by using clustering technique at the tenth grade students of MAN 1 Kediri.

E. Significances of the Study

The result of the study is expected to give positive contribution for teacher, students, and other researchers. The result will be used for the following:

1. To the Teacher

   The results of this study will inform the teachers that clustering technique is able to increase the students' ability in writing recount text. Moreover, it can be one of the new technique that the teacher can apply in the classroom.

2. To the Students

   This result of this study will give the benefit of the students who have some difficulties to create the idea in writing recount text. The students will be easier to make a paragraph of recount text through clustering technique and they can enjoy English lesson.

3. To the Other Researchers

   This research will be a reference for the other researchers when they conduct the research that related to teaching writing recount text by using clustering technique.

F. Scope and Limitation of the Study

This study focuses on teaching technique for writing recount text. The researcher focuses on tenth grade students at MAN 1 Kediri in second semester in the academic year 2018/2019. Besides, the respondents of this research falls into two categories namely experimental group and control group.

G. Definition of Key Terms

The researcher defines the key terms that related to this study. The key terms are teaching writing, recount text, and clustering technique.

1. Teaching Writing

   Teaching writing is a process of giving instruction to write something. It is a process that the teacher helps the students to create their ideas in their writing.

2. Recount text

   Recount text is one of the kinds of English text which retell about past events chronologically. The aims of recount text to tell or amuse the reader. The tense is simple past tense.

3. Clustering technique

   Clustering technique is one of the alternative technique in teaching writing which visualizes ideas. It is the way to connect ideas visually from the main topic with the other sub topic.