

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation and definition of the key terms.

A. Background of the Study

Writing is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to write. If their writing skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they will have a better chance to success in their study.

Writing is a process of pouring or presenting information in the form of thoughts, or the willingness to use the means for written language. From the definition above, it can be concluded that there are four elements involved in the delivery of messages through the writing media. The four elements are the writer as messenger, the message/content, channels/media in the form of writing, and the reader as recipient of the message. According to Akhmadi, teaching writing proposed to achieve the following objectives: 1) encourage students to write honestly and responsibility in relation to the use of the language carefully, integrity and sensitivity, 2) stimulate the imagination and the intellect of students, 3) produce a good organized text.¹

¹Akhmadi, *Pokoknya Menulis: Cara Baru Menulis dengan Metode Kolaborasi*, (Bandung: Adira.1990), p. 28

However, teaching writing creatively is not easy. It needs a teacher or instructor who knows the strategy in order to improve students' achievement. Principally, learning or teaching is improving students' achievement when it is fun because that situation could stimulate students to think creatively in their learning process. This concept could be implied in teaching writing.

Based on the observation result on the eleventh grade students of SMAN 1 Plosoklaten, most of the students get difficulties to write. They are also confused to get and organize ideas. The teacher use a conventional way to teach them writing. Because of those problems, the researcher is concerned to apply clustering technique to teach writing so that students can improve their writing skill well.

Clustering Technique is proposed in this study. Clustering is a kind of technique in brainstorming which benefits greatly from the right brain (which is called "Design mind"), the part of the brain in which non-linear pattern and images production occur. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write. Pica defines clustering as a "non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible".² Generally, students have many difficulties in finding an idea, starting to write an essay, pouring, developing it into a form of narrative essay in good and right, as well as editing the result of their work. Though writing skill can be developed when the teacher in the learning process uses an

²Pica, Writing paragraphs essays, (California: Wadsworth, Inc. 1986)

appropriate approach based on cognitive development of students. One approach that can be used is technique clustering in each process of learning, especially writing narrative.

Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or phrase in the center of a blank sheet and circling it. Next, it continues by immediately writing down related words or phrases which come into mind, circling each of them, and making line which connects each to the main, initial circle or bubble just like “spokes in a wheel”. Finally, writers may stop after the given time has passed, then they can examine the cluster to pick the subtopics that interest them most or are considered to be covered by their competence. Overall, the words or phrases in the cluster provide a starting point for writers to see and understand their world from a new perspective.

The previous study about *Clustering Technique* has been conducted by Syahril, Haryadi, and Utari. They conduct a study on increasing students' writing skill on descriptive paragraph by using clustering and journalist's question method. The result of this study showed that the students' writing ability had increased after students were taught by using clustering technique.³ The data showed that using Clustering and journalist's question method is able to improve students' writing descriptive paragraph. The study above has some different with the present research. The first is if in the study above using 2 methods (Clustering and Journalist's Questions), but in this

³Alamsyahril, Zazili haryadi, Dewi utari. *Increasing the eleventh year students' abilities in writing descriptive paragraph at SMA Negeri Lubuklinggau through integrating Clustering and journalist's question method. Accessed on October 28, 2009.*

research just focuses on implementing clustering technique. And the second is in the kind of text, that is to improve the writing ability in narrative text, not in descriptive text.

Based on the problems that are faced by students at SMAN 1 Plosoklaten, the researcher conducts a research entitled “Improving Students’ Writing Achievement in Writing Narrative Text of The Eleventh Grade of SMAN 1 Plosoklaten by Using Clustering Technique”.

B. Statement of the Problem

Based on the background of the study above, the problem of this study is formulated as follows “ How can clustering technique improve the students’ writing skill on narrative text at the eleventh grade of SMAN 1 Plosoklaten?”

C. Objective of the Study

Based on the problem stated above the general purpose of this study is to improve the students’ writing skill on narrative text at the eleventh grade of SMAN 1 Plosoklaten by using Clustering Technique.

D. Significance of the Study

This study focuses on the use of Clustering Technique to improve the students’ writing skill on narrative text at The eleventh grade of SMAN 1 Plosoklaten. It is expected to contribute some benefits theoretically and practically. Theoretically, this study is expected to enlarge the literature and

provide more information on the alternative way of teaching writing narrative text by using Clustering Technique. Practically, this study is expected to give contribution to the improving of writing achievement, both for the students and the English teacher, particularly, in teaching narrative text writing. Specifically, the study can be used by students independently in helping them to generate their idea in order to write well on a narrative text. The teachers can also use Clustering Technique as one of alternative teaching technique in solving students' writing problems. This study can also be used as reference for another research.

E. Scope and Limitation of The Study

The present research focuses on investigating clustering technique to improve students' writing skill on narrative text. This study will be limited only on the students' writing skill or technique in writing narrative text. This research focuses on the use of clustering technique to improve students' writing skill on narrative text at the eleventh grade of SMAN 1 Plosoklaten.

F. Definition of the Key Terms

To make clear for the readers to comprehend the topic discussed in this study, it needs to define the key terms used in this study.

1. Writing is a whole series of activities of a person in expressing ideas and communicating through written language to the reader to

understand. It is a place where a writer expresses all ideas, thoughts, and feelings to readers.

2. Clustering technique is the basic of natural writing, that can be used to generate ideas for writing of any form : essays, poems, short stories, business reports, song lyrics, even novels.
3. Narrative text is a text which contents about a story like a story of citizen (folktale), the story of animal (fable), legend (legend), etc. Narrative text contains story by representing the sequence of events and actors which are characterized as heroes or cowards.⁴

⁴<http://www.elraz.co.ce/english-text/teks-monolog/narrative>(acesed on 25 april 2014)