CHAPTER I

INTRODUCTION

This chapter discusses about introduction of the study, which consists of the background of the study, statement of the problem, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

English is a significant language and it is used by people in the world as a means of communication. In Indonesia, English considered as a foreign language and taught formally from Elementary School up to the University level and it becomes a subject tested at national examination. In learning English, students have to deal with four main skills of the English language, they are reading, listening, speaking, and writing. It is supported by Javed (2013:130) stated that the four basics English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills.

Writing is one of the language skills that must be learn by students in learning English. Writing is a process of express idea or opinion from mind to produce sentence in written form. In teaching writing, the teacher should focus on the Core Competence and Basic Competence in curriculum. Based on the basic competence of teaching English at Junior

High School, descriptive text is one kinds of the text that need to taught for the seventh grade students. Descriptive text is a text which describes the features of people, animals, things, or places. It consists of identification and description as the generic structure of the text.

Nguyen (2015:53) defined that to students, good at writing will bring many advantages for us. *Firstly,* writing is a good way to help expand their ability of using vocabulary and grammar. *Secondly,* writing is a crucial tool to support other skills. If a 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 thoughts or ideas to the other people.

Writing is more complicated than other skills in English because it needs hard thinking in producing words, sentences, and paragraph. Penny Ur (1991:163) explained that on the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. Besides, in writing the students have to master many elements or knowledge of the language, such as vocabulary, grammar, mechanics, spelling, punctuation, and capitalization. Therefore, many students have problem to start their writing, they are difficult to generate their ideas, and they are confused to develop paragraph because they have no inspiration.

In order to the students can produce writing well and can start to write, the teacher's technique in teaching English must be changed to make the students interesting in the learning process. The English teacher can use technique to teach writing so that the students easy to write a text. By applying technique, the teacher can encourage the students to participate in the classroom activities. The teacher should be able to encourage the students to express their ideas into good writing.

Among various techniques which can be applied in writing, using Clustering Technique is one of the techniques to solve the students' difficulties in writing. Clustering is a kind of technique which can be used in prewriting stage. It is helpful for the students to generate and organize ideas before start to write a paragraph. This technique is introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University, California in 1980s (Meliya, 2013:40).

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 Tita Nurul Fajriyani (2011) with the title *Improving Students' Writing Ability Through Clustering Technique.* This design was classroom action research (CAR) which consisted two cycles. The result of this research found that there was improvement of students' writing ability. Most of students got a good score each cycle. So, it can be concluded that clustering technique could improve students' writing ability.

The second was conducted by Abd. Salam (2011) entitled *Using Clustering Technique to Improve Students' Writing of Recount Text (A Classroom Action Research at SMPN 2 Tarumajaya, Bekasi).* It was conducted by applying classroom action research (CAR) which consisted of three cycles. Based on the students' test, the students' score was improved in every cycle. The result was using clustering technique in every test tends to be more effective. So, the mean of test improves and gets better.

The third was conducted by Rifqa Mumtazati (2014) with the title *Improving Students' Skill in Writing Descriptive Text Through Clustering Technique (A Pre-Experimental Research at the Second Grade of MTs Khazanah Kebajikan Tangerang Selatan in the Academic Year of 2013/2014).* The result of this research showed that clustering technique can improve the students' skill in writing and gave positive contribution toward the students' writing skill of descriptive text.

Based on explanation above, the researcher would like to investigate about teaching writing by using Clustering Technique in learning process. So, in this study the researcher gives the title "**Clustering Technique in Teaching Writing Descriptive Text at MTs Negeri Perak Jombang".**

B. Statement of the Problem

Based on the background of the study stated above, the researcher would like to conduct a research on the use of Clustering Technique in teaching writing descriptive text for the seventh grade students of MTs Negeri Perak Jombang. Therefore, the research problem can be formatted as follow: "Do the students who are taught by using clustering technique get better achievement in writing descriptive text than those who are not taught by using clustering technique?".

C. Objective of the Study

From the statement of the problem stated above, the general purpose of this study is to find out whether the students who are taught by using clustering technique get better achievement in writing descriptive text than those who are not taught by using clustering technique at the seventh grade students of MTs Negeri Perak Jombang.

D. Hypothesis of the Study

Based on the objective of the study, the researcher formulates the hypothesis as follow:

Ho: The students who are not taught by using clustering technique not get better achievement in writing skill.

Ha: The students who are taught by using clustering technique get better achievement in writing skill.

E. Significance of the Study

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

1. To the Teacher

   The result of this study will inform the teachers that the clustering technique is able to increase the students' ability in writing descriptive text. Moreover, they can bring and apply the technique into their classroom.

2. To the Students

   The result of this study will give benefit to the students who have problems in writing a text, especially descriptive text. It will help the students to solve the problems in writing. Otherwise, the students gets better achievement after they taught using clustering techniques and they can enjoy to following English lesson.

3. To Other Researcher

   This research will be a source for those who want to raise the similar case. Hopefully, the finding of the study is expected to give valuable information for the future researchers who want to use this research as their reference.

F. Scope and Limitation of the Study

There are many techniques that can help the students to do the task in English language learning such as: listening, speaking, reading, and writing. This study only focuses on teaching technique for writing descriptive text. The researcher only focuses on the seventh grade students of MTs Negeri Perak Jombang in second semester in the academic year of 2016/2017. 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 clustering technique, teaching writing, and descriptive text.

1. Clustering Technique

    Clustering is one kinds of technique that write a word which what the students have in their mind using circles and the word is connecting by a central key words or main idea. It is a prewriting stage like brainstorming. It is also called a design or planning before writing to make the students easy to write a text.

2. Teaching Writing

    Teaching writing is one activity to give knowledge for the students in the learning process. It is a process of teaching in which the teachers shows and help the students to learn how to write well in English.

3. Descriptive Text

Descriptive text is one of the monolog texts which is difficult to be learned by students because students need critical thinking to write a paragraph. It is a text which is describes the features of people, animals, things, or places. The structures of descriptive text are identification and description.