

CHAPTER I

INTRODUCTION

This chapter presents the introduction. It discuss about background of the study, research problem, objective of the study, hypothesis, significance of the study, limitation of the study, and definition of the key terms.

A. Background of The Study

English has become the first foreign language which is taught from elementary school up to university. Studying English actually not really easy for us who study English as a foreign language. There for English teacher has to create a good strategy in teaching learning English process.

English is consisting of four skills that should be learned, they are listening, speaking, reading and writing, but the researcher is mainly focused on writing skill. Writing is a useful tool for discovering and thinking. According to Purnama (2014), writing is one of the important skills in English because it takes a part as important communication tools. People need to learn English writing because it is a process of expressing idea, opinion, experience and information in the form of written language.¹ This skill becomes more difficult for students in any level of English because it needs hard thinking and produce word sentences, paragraph at the same time. Many students who study English consider that they do not know how to write a topic. They are

¹ Ika Purnama, "Improving Students' Achievement on Writing Narrative Text by using Clustering Technique", *ELTS Journal*, Vol.2 No.2 (2014). Accessed on 5th March 2016

unable to apply English in the written form. Which often face some problems in improving their writing skill. They can not recognize or improve a sentence or paragraph correctly or they do not have an idea about what they want to write.

These problems can be influenced by some factors that these are coming from internal and external of students. The internal factors that can affect the students writing are IQ, cognitive ability, talent, and motivation. Moreover the external factors that can affect the students writing are curriculum, material, approach, method, strategy, and technique. So that teacher should be creative in choosing the strategies for teaching.

In this study, the writer deals with writing as her topic because when she was giving writing material to students, especially for the recount text, there were some problems found in the field. One of the problems is that students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. The other problem is there are many errors in the vocabulary, grammar, and spelling. Another problem is the students have low motivation and are not interested in doing the task since the writing activities are not interesting.

Teaching writing is one of skills that are important for students because it implicates. Teacher has many strategies to improve the skill of the student in the class. The success of education is depending on the researcher and the student in the class. They use language to communicate in the class. Language

has an important role in society. It connects people to another people in the society. It is also to express feeling, idea, event and opinion.²

According to Nurrofiah (2013), in teaching writing the students have some problems are grammatical, vocabulary, and structure of words.³ To solve the problems in teaching writing, the researcher tries to apply a technique and this technique called Clustering Technique. Aniza stated that, clustering technique is activity that uses to generate ideas.⁴ Therefore, *Clustering Technique* can help the students to improve their writing ability and helps students to organize their writing well before they actually write a paragraph.

Moreover *Clustering Technique* can motivate the students to write because *Clustering Technique* relates to use of pictogram which most students like. In the *Clustering Technique*, the students can draw and write a subject which they want to write as creative as they can.

Many previous study have been conducted and show that *Clustering Technique* can make student more creative and active during the class. For example, the study by Zulkarnain (2014). His research is about improving students ability in teaching writing recount text using *Clustering Technique* in SMPN 3 Blitar (2014). This study use CAR (Class Action Research) and he result of this study is using *Clustering Technique* is one of the way that make

² David Nunan, *Language Teaching Methodology*, (Sidney: Prentice Hall International, 1991), p.81

³ Feni Nurrofiah, "The effectiveness of Using Clustering Technique to Improve Writing Skill of Report Text At the Eleventh Grade of State Islamic High School Purworejo in the Academic Year 2012/2013", *ELT journal*, vol.1 No.2 (2013). Accessed on 5th March 2016

⁴ Aniza. "The Effect of Clustering Technique on Students Ability in Writing Description Text at the Second Grade of SMPN 2 Kubung In 2013/2014 Academic Year", *ELT journal*, Vol.1 No.6 (2014). Accessed on 7th March 2016

students of SMPN 2 Pagu learn English writing enjoy, fun, motivating and explorative ways. This research show that using Clustering Technique is an effective method because the students score increase after getting teaching learning using Clustering Technique.

Based on the explanation above, the researcher becomes interested in writing a thesis about teaching writing using *Clustering Technique* in learning process. So, in this study the researcher give the title **“The effectiveness of using Clustering Technique in Teaching Writing Recount Text for the Second Grade Students of SMP PLUS AR RAHMAN KEDIRI”**.

B. Research Problem

Based on the background of study above, it is necessary to do study on the process of teaching writing of SMP PLUS AR RAHMAN KEDIRI. The statement of the problem of this study is “Is teaching writing recount text using *Clustering Technique* to the second grade students of SMP PLUS AR RAHMAN KEDIRI effective?”

C. Objective of The Study

Based on the problem of study above, the general purposes of this study is to know whether teaching writing recount text using *Clustering Technique* to the second grade students of SMP PLUS AR RAHMAN KEDIRI is effective or not.

D. Hypothesis of The Study

The hypothesis of this research is:

"The students who are taught by using *Clustering Technique* have better writing ability than the students who are not taught by using *Clustering Technique*".

E. Significance of The Study

The result of this study is expected to give positive contribution for school, teacher, students, and the next researchers. So, they can use it as guidance for better learning process.

1. For the school, it can be a basis to evaluate the English teaching and learning process.
2. For the teacher, hopefully it can be used a reference to increase the teaching and learning process of English especially in writing ability.
3. For the students, it hopefully can give new motivation and spirit in learning English.
4. For the next researchers, it will be useful information to conduct further studies.

F. The Limitation of The Study

This research is focused on the students' writing ability achievement. This study for the second grade students of SMP PLUS AR RAHMAN KEDIRI, especially in the second semester 2015/2016 academic year. The writing material that is used in this teaching using *Clustering Technique* is the material based on the English book.

G. Definition of The Key Terms

In this study the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as follow :

1. Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed affective, it means it has an intended or expected outcome, or produces a deep, vivid impression. This research presents the effectiveness of using clustering technique to bring about the result in students writing ability. When the students get the lesson using clustering technique, it can help increase students writing ability.

2. Teaching Writing

Teaching Writing is a process of teaching in which the teacher shows and help someone or students to learn how to write well in english.

3. Clustering Technique

Clustering is another way to think of new ideas. The word "cluster" means a group of similar things. Clustering means putting words into group. Each group, or cluster, has a number of words that are related to each other Clustering is similar to brainstorming.