

CHAPTER I

INTRODUCTION

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

A. Background of the Study

The globalization of English has prompted continuing debate about the role of English as a language for international communication and how people from other linguistic communities might participate in the world of English. This debate also highlights the increasing interest in learning English both for individual and whole nations. Thus, the teaching and learning of English have become an important issue in Indonesia (Lengkanawati, 2004). The role of English can be found in every field. For example in education field and then in other fields, are like: technology, economy, health etc. English education in Indonesia has been taught from Kindergarten up to University level.

The aim of English lesson is to develop the ability in English communication either in oral or written. There are four skills in the studying of English. They are listening, speaking, reading and writing. It is stated in the 2004 curriculum of the junior high school and senior high school, is that the student are able to communicate both in oral and written. They can understand kinds of text: description, narrative, procedure, and recount. The English Foreign Language students are also expected to have not only receptive skills (listening and reading) but also productive skills (speaking and writing).

In curriculum of KTSP 2007, our English teaching learning is focused on two cycles through four steps. The cycles are written and spoken cycles.¹ To achieve those competences, student must be given or taught all the language skills and language components, such as: listening, speaking, reading, writing, spelling, grammar, diction, pronunciation, etc. Those language skills and language components must be given in an equal portion so that EFL student will have adequate or even complete abilities in English. However, in the fact the language skills and the language components do not be given in an equal portion especially in writing. Teacher just gives fewer portion for writing.

Talking about writing, there are many problems faced by students and teachers. It was caused by some cases. For example, the problems of the students and teacher at the VIII grade of SMP AL-HUDA KEDIRI. There were two main causes from both the teacher and the students. The causes from the teacher namely she still used traditional technique in which she only demanded the students' writing product, she only gave fewer portion for writing though writing is a complex skill, she made students write a text that must fulfill the written language rules. On the other hand, she did not give sufficient attention to teach them how to write a text in English correctly. The students were seldom taught to make a better writing by using various techniques. The techniques were used monotonous. She did not consider that writing is a complex skill in which it needs time for revising the content, grammar, and mechanics.

¹Team, *Pedoman Khusus Pengembangan Silabus dan Penilaian Bahasa Inggris* (Jakarta: Depdiknas, 2008), 12.

The causes from the students namely the students' writing mastery was still low. The students' ability how to organize sentences was low. Consequently, their writing was incoherent. They sometimes lost their ideas and stuck. They got difficulty how to start to write so they could not continue their writing. They have limiting vocabulary. It could be seen that the students did not organize their writing well. Their ideas were constructed incoherently. They often lost their ideas.

As a result, they could not continue their writing. Their grammar was also low. That was why they could not use tense either in the right context. They were lack of vocabulary and their understanding of mechanic was low. They seldom read their writing after they finished writing. Consequently, the result of their writing was under average and still far from what was expected. So, it can be concluded that writing is an uninteresting subject.

Writing beside conveys the content to the readers but also representation of self to them. Ivanic (1998: 181) stated that "Writing is not just about conveying 'content' but also about the representation of self. Who we are affects how we write, whatever we are writing."²

The common complaint about writing is that the class activity is boring. Very few teachers are interested in teaching writing because it is time consuming in terms of teaching preparation and evaluation. The teacher still used traditional technique in which they only demanded the students' writing product. They only gave fewer portions for writing though writing is a complex skill. They did not

²GaluhNurRohmah, *Facing the Complexities of Writing* (Malang: UIN-Malang Press, 2008), 1.

consider that writing is a complex skill in which it needs time for revising the content, grammar, and mechanics. The students were seldom taught to make a better writing by using various techniques. The techniques were used monotonous. Those facts indicate that writing is indeed, not a favorite subject. This condition also makes the students' motivation to learn English low. Due to the fact, it is necessarily needed to make an attempt to improve students' writing ability by applying other teaching techniques. English teacher should also be able to improve students' interest and motivation to study English better by creating an interesting atmosphere that makes them enjoy the teaching-learning process and gives a bit fun. One of the teaching techniques that cover such kinds of those activities is **Cluster Word**. The researcher is sure that this technique can improve students' writing ability of the eight-year students of SMP Al-Huda Kediri

It has many advantages when it is implemented in writing text: **a recount text**. The advantages of cluster word are as follows: it enables the student to generate the words needed in writing a recount text. It was a way for the students to express their ideas on (they put their ideas in the cluster). The researcher chose this technique and this text type because they were easy to be carried out in teaching writing text and the student have been familiar with them so it was easy for the researcher to carry out the teaching-learning process.

Cluster Word is a useful and meaningful technique for the students to give not only a brainstorming to generate the dictions needed but also one of the ways how to classify and embody the words needed in writing a recount text. Thus, it enables the students to explore their dictions. This method has been used in SMK

AL-HUDA KEDIRI by pak Waluyo and the result of the method was good. He used this method in the tenth year students of SMK AL-HUDA. He used it to teach writing in a procedure text.

B. Statement of the Problem

Based on the background of the study, there are some problems that are caused by both students and teacher. The problems are: (1) students' ability to organize sentences was low. (2) they got difficulties in developing their ideas and arranging sentences into a good text. (3) their vocabulary was limited. (4) they lacked of grammar mastery. (5) their understanding of mechanic was low. (6) The teacher still used traditional technic. (7) The teacher only gave fewer portions for writing. (8) The teacher did not give sufficient attention to teach them how to write a text in English correctly. To overcome those problems the researcher will apply clustering because theoretically clustering enables students to generate words, ideas, and thoughts which are going to be written by the students.

Based on the statements above, the problem of the study that will be analyzed is: How can cluster words improve the students' ability in writing a recount text at SMP Al-Huda Kediri?

C. Objective of the Study

The objective of the study is to know the implementation of cluster word in improving the students' ability in writing recount text at SMP Al-Huda Kediri.

D. Significance of the Study

Hopefully, the result of the study can give some benefits. The significance of the study:

1. For the writer himself

This study gives the writer understanding toward the implementation of clustering in teaching writing directly. Until now, the writer only knows clustering technique theoretically. By implementing clustering to improve students' writing ability, it will provide useful practical experience for the writer herself.

2. For students

The result of the study will help them to write better. By implementing clustering the students are able to write according the stages suggested. As a result, their writing will be much better. It means that this technique will improve students' writing ability. It is also expected that the result of study will make the students interested in learning writing and more motivated in following the lesson.

3. For other English teachers

This study enables to provide contribution and information for the teachers to apply another technique dealing with the teaching-learning process especially in the teaching writing and to conduct further studies related to the problem studied. By considering the result of the study they will not use monotonous method and change their orientation in teaching writing from product based to process based.

4. For other researchers

The result of the study will be useful information to conduct further studies.

E. Scope and Limitation of the Study

This study concentrates on the discussion of the effective method in teaching writing at the second year students of SMP Al-Huda Kediri. The observation is limited in improving writing ability by using cluster word in the recount text.

F. Definition of Key Term

To avoid confusion, the researcher will give the definition of some key terms, as follow:

1. Recount Text is a text that is written to retell for information or entertainment.³
2. Clustering is one of varieties of pre-writing techniques that is used to encourage the students to experiment with.⁴ Cluster word is used to make students explore their ideas in the writing easily.

³Joy Wingersky and Team, *Writing Paragraph and Essay* (California: Wadsworth Publishing Company, 1992), 1.

⁴<http://vocabteacher.com>. Reid (1993: 5)