

CHAPTER I

INTRODUCTION

This chapter describes an introduction that consists of the background of the study, research problem, objective of the study, hypothesis, significance, scope and limitaton, and the definition of key term.

1.1 Background of the Study

Writing is one of the important skill that the students should have. Writing is one of the language skill at any level of education. It is not enough for the students that just focus in speaking, but they also need to master writing in target language. Meyers (2005:1) states that: “Writing is a way to produce language, which you do naturally when you speak. Writing isn’t much different, except that you take more time to think about your subject, the person or people you’ll be discussing it with, and the goal you hope to achieve in that discussion. And you also take more time to revise your work”. That explanation shows that writing is productive skill, because the focus is on producing information. Beside that, writing is also like we have dialogue with ourselves to create ides for writing.

Teaching writing is a challenge for the teacher. Because the teacher should be able to build student enthusiasm in writing. It is not easy if the teacher does not use strategy in teaching writing effectively. According to Cheung (2016) in teaching writing effectively, the teacher should realize explicitly their skill and processes that are involved. Furthermore, writing is guiding students to produce

whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader.

Writing is difficult for some students. Many factors that make the students get difficulty in writing, one of them is the various kinds of text in English. Each text has different characteristics and language features. For example recount text, descriptive text, narrative text, procedure text, report text, etc. Recount is considered as an interesting text. It retell the writer's experinece in the past. By writing recount text, they can explain what a person or a thing is like.

Unfortunately, at first the grade students of SMA Negeri 1 Kediri not all of them can write recount text well. It is also caused of the teacher who do not use effective strategy in teaching recount writing skill to the students. So they get difficulty and get unsatisfactory writing score. Besides that, lack of vocabulary, hard to develop and organizing ideas, grammatical errors are become the problems of the students.

Many strategies in teaching writing that the teacher can use and make the students easy to understand. One of the strategy in teaching writing is clustering technique. Widyawati (2018: 138) viewed that clustering is an invention activity which reveals possible relations among facts and ideas. So, by using clustering technique the students try to look for things that related with the topic. Clustering is an activity before writing. This strategy is also helpful for the students think in a visual way.

Based on the explanation above, the reseacher becomes interested to investigate the effectiveness of clustering technique in writing recount text,

especially at the first grade of SMA Negeri 1 Kediri. So in this research the researcher give title **“THE EFFECTIVENESS OF CLUSTERING TECHNIQUE IN TEACHING WRITING RECOUNT TEXT AT THE FIRST GRADE OF SMA NEGERI 1 KEDIRI”**.

1.2 Research Problem

Based on the background of the study above, the researcher states research problem as follow:

“Is clustering technique effective in teaching writing recount text at the first grade of SMA Negeri 1 Kediri?”

1.3 Objective

Based on the research problem above, the objective of this study is “to investigate whether clustering technique is effective in teaching writing recount text at the first grade of SMA Negeri 1 Kediri.”

1.4 Hypothesis

Based on the research question, the researcher develops the hypothesis to make clear the aim of this study. The hypothesis can be formulated:

H₀ = there is not any significant difference on writing achievement between the students taught by using clustering technique and the students taught by using free writing technique in recount text at the first grade of SMA Negeri 1 Kediri.

H_a = there is significant difference on writing achievement between the students taught by using clustering technique and the students taught by using free writing technique in recount text at the first grade of SMA Negeri 1 Kediri.

1.5 Significance

This study is conducted to give beneficial contribution to the teachers, the students, and the further researcher.

1.5.1 The teachers

For the teachers, the researcher hopes the teachers can apply the strategy to the students in teaching writing.

1.5.2 The students

The researcher is expected to the students are able to support their understanding about the materials of writing.

1.5.3 The further researchers

This research is expected to be used as consideration to other researcher that related with the research especially in teaching writing.

1.6 Scope and Limitation

In order to obtain the focus in this study, the researcher gives the scope and limitation. This study focus on investigating the effectiveness of clustering

technique to improve recount writing achievement. This study is limited to the first grade of SMA Negeri 1 Kediri.

1.7 Definition of Key Term

To avoid the misunderstanding of some terms used by the researcher, it is important to give clarification about the terms used in this research as follow:

1.7.1 Writing skill

Writing skill means the writers are able to write down their ideas, and their writing should be comprehensible to the reader. Good writing needs to have good vocabulary, correct grammar, and good punctuation.

1.7.2 Recount text

A text that has function to retell the writer's experience in the past.

1.7.3 Clustering technique

Clustering technique can be used to generate ideas in writing. It is like diagramming or mapping. It is also used in pre-writing stage.