

CHAPTER I

INTRODUCTION

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

A. The Background of Study

It is believed that language has an important role in the world because everybody uses it to communicate with others. Language is an important tool for communication.

Teaching and learning English process has a strong intention to improve students' ability to communicate in English, both in oral and written forms. English is one of the International languages. People use English to make international contacts and to cooperate with people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we need to learn and practice the language as much as possible in order to use English correctly. To realize such condition well, teacher has to design a good teaching learning process. All of us know that English has been chosen as an international language since many years ago because of it's widely using among all countries in the world.¹

In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in

¹ C. Brumfit. *Some Humanistic Doubts about Humanistic Language Teaching in Humanistic Approaches: An empirical view.* ELT document London: British Council. 1982 pg. 6

international communication, in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English. In English language, there are four skills to be mastered. They are listening, speaking, reading and writing.

Writing is one of the four language skills which is very important to learn. As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

In the second year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable

method or technique in teaching learning process. There are a lot of methods and techniques to get the English teaching effectively.

To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term “Clustering Technique”. Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Clustering technique also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for a paper.

The only limitation of clustering is that your page can sometimes become too messy to follow. Avoid this by starting a clean second page where you can distinguish between possible supporting points and details. Refer back to the diagram of clustering for techniques to help you clarify levels of support and connections. This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occur to you.²

Moreover, the clustering technique can motivate the students to write and to stimulus their ideas. Beside that, this technique will help the students to organize their thinking before they develop in a paragraph. Based on the writer's experience when he did the observation on MTs.N Pagu –Menang - Kediri, the process of teaching –learning in the classroom is still passive. The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing. Beside that, the

² John Langan, *English Skills*, (New York: McGraw-Hill Companies, inc. 2001)6th edition, p. 25

teacher uses the old technique in teaching descriptive text (Grammar Translation Method) which makes the students felt bored and difficult to understand the material when teaching learning process conducted. Therefore, the teacher needs to be more creative in teaching, including the use of technique.

Based on the background above, the writer takes a title of this “thesis” **“Improving Students Ability in Writing Descriptive Text Using Clustering Technique at Seventh of MTsN Pagu Kediri”**

B. Problem of Study

Based on the background presented above, the writer plans to analyze the use of clustering technique in teaching writing of descriptive text at the seventh grades of students of MTsN Pagu Kediri. The general question of this research is “How can the use of clustering technique improve students’ ability in writing descriptive text?”

C. The Objective of Study

From the previous discussion in the background of the study, the objectives of this study are as follows:

1. To know how the clustering technique can improve students’ ability in writing descriptive text.

D. The Scope and Limitation of Study

In this “thesis”, the writer only focuses on seventh grades of MTsN.Pagu Kediri at the first semester 2014/2015 academic year, and to make a description of

this “thesis” deeper, the problems will be limited in the implementation of using clustering technique in teaching descriptive writing.

The scope of the study as follow:

1. The writer would study about using clustering technique with make descriptive text to improve the student ability by using qualitative data.
2. The subject of the study is the student of seventh grade of MTsN Pagu.
3. The object of this study is the student ability clustering and descriptive text.
4. The place of this study is in MTsN Pagu
5. the study will conducted in the first semester in academic year 2014/2015

E. The Significance of Study

The result of this study can provide useful information for:

1. Teachers

The result of this study is useful for English teachers at Junior High School level to get information about teaching descriptive writing using clustering technique.

2. Students

The result of this study will give an input to the students to improve their ability in writing.

3. Other researcher

For further researchers who are interested in teaching descriptive writing at junior high school level can get the basic information from this study to do the further research.

F. Definition of Key Terms

There are some terms in this study that be clarified, as follows:

1. Clustering Technique

Clustering technique also known as diagramming or mapping, is another strategy that can be used to generate material for a paper.

2. Descriptive Text

Descriptive text is when you are describing the way something looks like.

More clearly descriptive writing as present an object, feeling, a place or a person.