

CHAPTER I

INTRODUCTION

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

A. Background of Study

Writing is a tool or way to communicate indirectly by pouring ideas or mind in written language. In addition, writing is also an expressive skill, because through writing, someone can express ideas and opinion in a way structured. Writing is very substantial skill to be mastered. Writing express ideas, experiences, thoughts and knowledge in the form of notes using letters or symbols that are made systematically so that it is easily understood by others. It is not easy, therefore, it needs hard thinking at the same time to produce words, sentences, and paragraph. As Richard and Renandya (2002:303) stated, writing is a troublesome procedure that must be mastered by second language students. The difficulty lies in sorting out and creating thoughts, and additionally in making an interpretation of these thoughts into interesting text.

Harmer (2006:155) stated that learn a language is not complete without learning writing skills, which is one of four language skills. Writing is a challenge to align ideas from the writer's thoughts and also to convey the

meaning to the reader well. Thus, writing is appropriate for teaching material because it helps students to express ideas in the media of writing.

Moreover, many students find it difficult to master English skills especially in writing skills. According to Richard (2002:305), writing is the most difficult skills for the second language to master. The trouble of writing is not only in arranging and creating thoughts, but making an interpretation of the thoughts into comprehensible content. Despite the fact that writing is one of an approach to prepare the students to build up their English capacity however numerous student expressed that writing is the most difficult aptitudes since it needs hard think to form the thoughts into a good text.

Meanwhile, based on the curriculum 2013, the second year of junior highschool, student should achieve the basic competency in the writing English subject. student should be able to develop and produce simple writing functional text in the descriptive text, recount text, and narrative text. According to the curriculum 2013 (K13 in Indonesian Education Curriculum), descriptive text in one of the material text that have to be learnt in seventh grade students. It is also listed on in the core competence (KI) and basic competence (KD) 3.7, "Comparing the social fuctions, text structures and linguistics elements of several oral and written description of people, animals, and objects in short and simple, according to the the context of its use" in which learning writing descriptive text is very important.

According to Wardiman (2008: 155), descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes clearly the properties inherent in things, human, animals, plants or inanimate objects and describes the facts attached to an object. According to Emilia (2013: 15) stated that descriptive text is a kind of text that has a purpose to give the information about something or someone. It has been concluded that descriptive text is the text how to describe something.

The important of studying writing descriptive text is to describe the situation and condition of something about in more detail. Thus, the benefits we can take that we can explain in detail about something that needs to be written with the description characteristics. The other important is to learn more about the objects that are being discussed by the description text. By writing a description, we will know more about the objects.

Based on the writer's observation, during teaching at MTsN 6 Nganjuk, the researcher finds some problems that encountered by students in learning English. The problem are follows; the teacher taught by using the similar strategy in teaching learning activity, so it tend to be monotonous. Second, the student cannot express their idea in writing,. According to Andrianty (2013: 46) stated that they have no idea to write. Third, after conducting the pilot study, the writer discovered that the students have lack ability generate the idea in writing descriptive text.

Based on the statement above, teachers should organize the learning teaching process in the class. One of the most important is teacher performance in class. How can a teacher communicate in class so that fun learning is created. Thus the teacher must apply learning methods that are appropriate to the characteristics of the students especially in descriptive writing. A good technique is able to help the students in a set of ways to achieve certain goals in the learning process. One failure in teaching could be caused by a method or technique that is not appropriate in situations and conditions of learning in the classroom. There are many techniques that can be used by teachers to get English teaching effectively. And also the teacher must prepare clear learning material and teaching techniques before teaching and learning descriptive texts in class.

From the discussion above, to solve the problem, here students and teachers alike need a suitable and creative method used to learn writing descriptive text. Students need methods that make it easy to develop ideas, and teachers need methods to be able to help these students. The teacher can use effective learning techniques as needed, for example clustering techniques.

Clustering technique is techniques that group ideas from the general into the more specific and more directed. This technique can be used to assist students in expressing the ideas they have and can classify those ideas correctly. According to Langan (2001:25), clustering also known as diagramming or mapping is a strategy that can be used to generate material

for a paper by using lines, boxes, arrows, and circles to show the relationships among the details that occur. Moreover the initial step of writing is very important because it will guide student direct ideas to be connected and can be combined into a text. According to Dietsch (2006: 34), Clustering technique in teaching wriring is able to make students easy to discover their ideas and widen horizon increating in beginning of writing. This technique is used to help students in improving their writing ability in writing descriptive text.

Several studies dealing with the problem in which clustering techniques is used to correct the problem in writing have been conducted by some researchers. The first previous study is conducted by Maningrum (2016). The aim of this study is to improve the students' writing skill on descriptive text is after students are taught by clustering technique. Based on this research the clustering technique was effective and very useful for student in writing descriptive text.

The second previous study was taken by Tiara entitled (2015). The objective of the study was to getfactual evidence about the effectiveness of clustering technique on student's ability in writing recount text. The result of data is clustering technique can improve writing recount text skill in SMAN 87 Jakarta.

The third previous study is conducted by Amaliah (2018). The aims of the research are to describe the implementation and to know whether clustering technique could significantly improve students writing skill on narrative text.

This result is that clustering technique is able to significantly improve students writing skill on narrative text.

Based on the statement above, several previous studies have proven methods with different object and designs, and the result of these studies are effective. Therefore, the researcher conduct this research with aims to investigate the effectiveness of clustering technique towards students' writing ability of descriptive text with the title "**The Effectiveness of Clustering Technique in Teaching Writing on Descriptive Text at The Seventh Grade Students of Mtsn 6 Nganjuk**".

B. The Statement of Problem

Based on the background of the study stated above, the researcher would like to conduct a research on the use of clustering technique at seventh grade of Junior High School Student. Therefore, the research problem can be formatted as follow.

"Is the clustering technique effective on the students' writing ability of descriptive text at the seventh grade of MTsN 6 Nganjuk?"

C. The Objectives of Study

From the statement of the problem stated above, the general purpose of this study is "To know whether teaching writing using clustering is effective or not in students' writing skill of descriptive text at seventh grade of MTsN 6 Nganjuk".

D. Hypothesis

Based on the objective of the study this research wants to know the effectiveness of using clustering technique to improve students' ability in writing descriptive text at junior high school student. Thus the researcher builds the hypothesis as follow:

H₀: Clustering technique is not effective on the students' writing ability of descriptive text at the seventh grade of junior high school students.

H_a: Clustering technique is effective on the students' writing ability of descriptive text at the seventh grade of junior high school students.

E. The Significant of Study

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

1. The Teachers

The results of this research are useful for English teachers in Junior High Schools to get extensive information about the importance of applying methods in learning in descriptive text lessons using clustering techniques. In addition, they can apply this technique to their classrooms.

2. Students

The result of this study is going to give benefit to the students who have problems in writing a text, especially descriptive text. It can help student to solve their problems in writing. Otherwise, the students get better achievement after they were taught using clustering techniques and they can enjoy to following English Lesson.

3. Other researcher

For further researchers who are interested in doing in descriptive writing research at the Junior High Level can get basic information from this research to conduct further research.

F. Scope and Limitation

There are some 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 clustering technique for writing descriptive text. The researcher only focuses on the seventh grade students in second semester. Besides, the respondents of this research falls into two categories namely experimental group and control group.

G. Definition of Key term

Related to the title of this research, the researcher wants to present the definition of key terms that can be used to make the readers easy to understand what the writer is trying to writing and to clarify the problem to be discussed in this research. The key terms are arranged as follow:

1. Clustering Technique

Clustering is one of techniques 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 likebrainstorming.

It is also called a design or planning before writing to make the students easy to write a text, especially descriptive text.

2. Teaching Writing

Teaching writing is one of 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 a paragraph describing or describing the main idea (object) clearly and in detail. With this explanation the reader seems to be able to feel what is explained in the text. The structures of descriptive text are identification and description.