

CHAPTER I

INTRODUCTION

This chapter consists of Background of the Study, Reason for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypothesis of the Study, Scope and Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Report.

1.1. Background of the Study

A newly born baby is unable to speak. He learns the language with the passage of time as he/she interacts with others. In the beginning, he makes various meaningless isolated sounds. It takes time to learn a language. Finally he acquires it and the grammatical is constructed by imitation.

Language is an important tool for communication. There are two kinds of communication; verbal and nonverbal communication. Verbal communication means spoken and written forms, while nonverbal communications are gestures and body language. To communicate means to understand, learn, think, socialize, and express ideas, information, feelings, and also develop science, technology, and culture between speakers and listeners or writers and readers.

Based on the Minister of Educational and Culture decree No: 22/2006 about Standard of Contents dated May 23, 2006 states that English is a compulsory subject that should be taught in Indonesia school starting from secondary school up to university level. In line with it, the mastering English is a must for the

students. Therefore without understanding it, they will not be able to improve their knowledge and skills and communicate with other people who came from different worldwide. In order that, they should master all four language skills because they are related to one another.

English consists of four skills that should be learned. The four main skills are reading, listening, speaking, and writing. They are divided into two categories namely receptive skills and productive skills. Reading and listening are considered as receptive skills whereas speaking and writing are known as productive skills.

The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills because it is not only the process that the writers use to put words to paper but also the resulting product of that process. On the other hand, it needs to require the mastery of a variety of linguistic, cognitive and socio cultural competencies (Barkaoui, 2007).

Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

Writing is a useful tool for discovering and thinking. 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. Beside that, many of

them who study English consider that they do not know how to write a topic. They are unable to apply English in the written form. They often face some problems to organize their ideas they do some mistakes with the lack of knowledge in vocabulary and grammatical rules and tenses. Moreover, they face some problems in improving their writing skill. They cannot recognize or improve a sentence or paragraph correctly or they do not have an idea about what they are going to write. Furthermore, they cannot put the right words into a good sentence. Another problem is that they are still confused in developing it into a good paragraph.

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. Meanwhile the external factors that can affect the students' writing are curriculum, material, approach, method, strategy, and technique. Hence, teacher should be creative in choosing the strategies for teaching.

Based on curriculum of senior high school recommended by government, there are some texts which have to be mastered by the students of senior high school. One of them is descriptive text. Descriptive text is one of the monolog texts which is assumed as one of the texts that difficult to be learnt by students because they need critical thinking to write paragraph.

There are many problems in writing of descriptive text such as grammatical problem, organization of the writing, the content of the text, vocabulary, and about spelling. In other words, the students usually go through a difficult time

with their writing. From time to time they still make many mistakes on their writing, for example in diction, ungrammatical rule, and meaningfulness sentences that are difficult to be understood by the readers. Those occur because of the lack of knowledge in writing ability and the language they use is not their own language. In another side, unmotivated students are not interested in writing and then they are getting bored during writing class.

According to Marsudiono (2012), several problems that will be faced by students in writing are as follows:

1. When the students begin to write a paragraph, they get difficulties to correlate an idea in their mind into writing form which is caused by lack of knowledge in understanding the coherence.
2. Students' weakness in organizing information into accuracy text orderly and applying inappropriate signal transition cause them difficult in understanding the written text.
3. Most of them are lack of idea and imagination that will be developed into descriptive text.

To solve these problems, it needs the creativity of the teacher to use the suitable technique in teaching writing of descriptive text. There are a lot of techniques and methods in teaching-learning process that can motivate the students. One of the techniques is by using or applying clustering technique. It is the way in which actually gives the words that closely related to the theme provided. It will help the students to organize their ideas before they develop it into paragraphs of descriptive text. Moreover, it can motivate them to write and

stimulus their ideas, also they can build the connections and establish the associations between their experience and the new information. This technique is an effective tool for the prewriting stage of the writing process. Clustering is graphic organizers that help students focus on and develop particular sub-topics of a piece of writing. It requires students to explore a sub-topic until all options have been exhausted, then to move on to another sub-topic (Western Australian Minister of Education, 2013).

1.2. Reason for Choosing the Topic

Based on the explanation above, this study focuses on “The Effectiveness of Using Clustering Technique in Teaching Writing of Descriptive Text at the Tenth Grade Students of MAN 2 Semarang in the Academic Year 2016/2017” with several reasons, they are as follows:

1. The students mostly get confused and take too much time to begin their writing;
2. Clustering technique is a systematic technique that can help the students write more easily;
3. Descriptive text is a type of text which must be mastered by the tenth grade students.

1.3. Statement of the Problems

Based on the background presented above, the writer would like to analyze the use of clustering technique in teaching writing of descriptive text at the tenth

grade students of MAN 2 Semarang. The general problem of this research is that “Is clustering technique effective to teach writing of descriptive text of the tenth grade students of MAN 2 Semarang in the academic year 2016/2017?”

1.4. Objectives of the Study

Based on the problem formulation above, the objective of the research is to find out whether or not implementation of clustering technique is effective to improve the students' ability in writing of descriptive text of the tenth grade students at MAN 2 Semarang.

1.5. Hypothesis of the Study

According to Airasian (2000), hypothesis can be classified in terms of how they are divided or put the references that they stated. The hypotheses of this study are:

1. Null Hypothesis (H_0): there is no significance difference in the students' competence in writing descriptive text between students who are taught using clustering technique and the students who are taught without using clustering technique at the tenth grade of MAN 2 Semarang in the academic year of 2016/2017.
2. Alternative Hypothesis (H_a): there is a significance difference in the students' competence in writing descriptive text between students who are taught using clustering technique and the students who are taught without using clustering

technique at the tenth grade of MAN 2 Semarang in the academic year of 2016/2017.

1.6. Scope and Limitation of the Study

To clarify this study and avoid misunderstanding, this study focuses on the use of clustering technique to improve students' ability in writing of descriptive text of the tenth grade students of MAN 2 Semarang in the academic year 2016/2017.

1.7. Significance of the Study

This study is expected to have both pedagogical significance and practical significance.

1. Pedagogical significance

Hopefully, this research is able to motivate students to become more active learners. The result of this research is also hoped to create good interaction between the teacher and the students in teaching writing of descriptive text.

2. Practical significance

a. For the teacher

This study can encourage teacher to find the best technique in teaching English, especially in teaching writing of descriptive text. Besides that, he/she also can use the result of this study as a feedback and alternative way to teach writing in the class for his/her students. It is because clustering technique can help

the teacher in providing active learning, creative and effective for students in writing class.

b. For the students

It can be used as a model to improve the students' ability in writing of descriptive text, and it may guide, help and encourage students to express their ideas, opinion and thought onto a paper.

1.8. Definition of Key Terms

The following key terms are given to make the readers have the same perception for some terms which are used in this study to avoid misunderstanding, so the terms here are needed to be defined as follows:

1. Clustering technique

Clustering technique is a technique which actually gives the words that closely related to the theme provided. It uses association to cluster ideas, begin with a blank of paper, then circle the word or phrase that expresses the board subject you want to write about (Buscemi, 2002).

2. Descriptive text

According to Collin (2009) in Eramona and Hafizh (2014), descriptive text is to describe specific of places, this text usually describes about location, size, old, content and other characteristics.

3. Writing

Writing is a form of communication to deliver through or to express feeling through written form (Harmer, 2001).

1.9. Organization of the Study Report

In this study, the writer would like to make an outline to facilitate the readers in understanding this study. This study is divided into five chapters.

Chapter I is introduction. It consists of Background of the Study, Reason for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypothesis of the Study, Scope and Limitation of the Study, Significance of the Study, Definition of Key Terms, and The Organization of the Report.

Chapter II is about review of the related literature which reviews of Teaching English as Foreign Language, Teaching English for Senior High School, Clustering Technique, Writing, Kinds of Genres in Teaching Writing, Descriptive Text, and Relevant of Previous Studies.

Chapter III presents research method which is divided into eight parts: Research Design, Subject of the Study, Variable of the Study, Instrument of the Study, Validity and Reliability of Test, Method of Collecting Data, Scoring Technique, and Method of Analyzing the Data.

Chapter IV is data analysis and discussion. This chapter consists of The School's Profile, The Subject of the Study, Instrument Validity and Reliability, Analysis of the Result and Discussion of the Research Findings.

Chapter V is about the conclusion and the suggestion.