

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Writing is needed to communicate with people. Because through writing they can convey the meaning of the information, ideas, opinions and feelings through the symbol of written language. People meet and communicate for particular purpose, when they communicate they not only use spoken language but also written language. This skill is extremely needed in daily life because our activity cannot be separated from the writing for instance chatting, taking notes, sending letters, writing a paragraph, etc.

Writing is one of four language skills which have to be mastered by the students, beside listening, speaking, and reading. Writing is an important skill for students in learning English. Dayij (2011) states that writing is an integrative skill and important, constructive, and complex process. It is an essential skill in foreign language learning in order to give the learners the opportunity to develop the proficiency they need to write personal letters, essays, research papers and journals. In addition, writing skill enhances cognitive and linguistic awareness.

Writing is one of the most difficult skills for language learners. Richards and Willy (2002) state that writing is the most difficult skill for second language learner to master. It is because in writing the learners need to know how to write letters, how to put sentences together, how to write a paragraph even how to write

a text. In arranging a writing the learners need to know component of writing such as phrase, paragraph construction, text construction, spelling capitalization, punctuation, etc. Moreover, English in Indonesia is a foreign language. Although it is difficult, writing skill can be taught in the class with appropriate technique.

In Curriculum 2013 as a standard of education system, the students of Junior High School are assessed to write a text. One of the texts is a descriptive text. Kathleen (1993) says in her article that children often overlook important details and omit adjectives as they struggle to put their thoughts on paper. That is the reason why most of students in Junior High School found difficulties in writing descriptive text. Beside the problems that have been explained above the researcher states that another reason of students' difficulties in writing is on teaching techniques or strategies.

Based on the experience when the researcher followed the PPLT program in SMP Parulian 2 Medan, the researcher found that there are still many problems in learning process of writing.

The first problem is related to the teacher's technique in teaching writing. When the researcher followed PPLT program, the researcher found that some teachers still used the book to explain descriptive text and asked the students to write a certain topic and then collected it. Teachers also just used a picture in the text book to describe an object and then the students were asked to do the exercise in the book. In other words the teachers' technique was not interesting for the students and did not encourage them to write.

The second problem is about the students. The students were still passive. They had less interest in writing. They were not active to ask if they get difficulties in writing.

In line with the problems on students' writing, the researcher focuses on how to make writing more effective and interesting for students. There are various techniques that can be used to solve the problems. One of the techniques is a clustering technique. Scary and Scary (2010) states that, clustering is technique method of gathering ideas during the prewriting stage. Clustering is very similar to brainstorming, except that when students cluster, students produce a visual map of their ideas rather than a list. Clustering is a technique to form ideas at the beginning step of writing. Oshima and Hogue (2006: 269) say clustering technique is an activity to find ideas and to develop the idea itself. This technique is done by connecting between words or phrases freely and each relationship between words or idea connected by lines. According to Langan (2002), clustering is also known as diagramming or mapping. Clustering is an effective way of generating ideas in writing. In clustering technique, there are lines, boxes, arrows, and circles to show relationships among the ideas and details. Phar and Santi (2005) in clustering the students write a topic in the center of a piece of paper, then write ideas that is suggested by the topic around it, connecting these to the topic with lines. It means this technique is helpful for students to think in a visual way. Students can use lines, boxes, arrows, and circle in implenting the clustering to show the ideas and details that exist in their mind.

The clustering technique can be used to explore almost any topics in writing and also used in every kind of writing such as; narrative, descriptive, recount, persuasive, argumentative, essay etc. This technique can help the students to stimulate their ideas and to organize them before they develop into paragraphs. It means clustering technique is the effective technique to state ideas which use to write the descriptive text.

Based on preliminary observation which has been done at SMP Parulian 2 medan, it was found that not all teachers use book only in teaching descriptive text. Furthermore, to make students understand well and to make teaching learning process is more interesting, there is a teacher using clustering technique in teaching learning process. So, the researcher interested to learn the use of clustering technique in teaching and learning descriptive text. The teacher admitted that students are very excited and interested when the teacher used clustering technique in teaching process.

The researcher : *apa pendapat mam, tentang teknik clustering dalam mengajar atau menulis teks deskriptif ?*

The teacher : *ya teknik ini bagus dalam menulis deskriptif dan juga sangat membantu siswa dalam mengembangkan ide ide mereka dan memudahkan guru dalam mengajar atau menjelaskan teks deskriptif*

The researcher : *bagaimana dengan respon siswa ketika mam mengajar menggunakan clusteing technique?*

The teacher : *ya, respon mereka baik. Saya juga sering menyuruh siswa pada saat melakukan klustering untuk mewarnai dan membuat semenarik mungkin. Nah, siswa merasa senang dan enjoy.*

The researcher : *bagaimana dengan hasil menulis siswa dengan menggunakan clustering technique ?*

The teacher : *hasil menulis mereka bagus tetapi ada beberapa juga yang tidak, dikarenakan menulis juga bukan hal yang mudah.*

Based on data above the teacher said that using clustering technique is very helpful in teaching and learning process. Students are very interested in learning English subject, when the teacher used clustering technique in the teaching process.

Some studies about clustering technique have been shown that clustering technique is an exemplary technique. For evidence, Fitriani (2018). The researcher said that in SMAN 1 Gresik most of the students still feel difficult to express their idea in writing. Then, based on the researcher conversation with the English teacher of SMAN 1 it was found that some students has less motivation in writing, some students feel bored with English teacher who only use media text book and workbook. to solve the problems the researcher used clustering technique. The objective of the research is to describe and find out the use of clustering technique in recount text. The result of the study show that by doing clustering technique, students' ability in writing descriptive text improves. For about 70% students agree that clustering technique develops their idea in writing recount text. Another

research is Hendrawaty (2017). The researcher focuses on the effectiveness of clustering technique. based on research, the researcher concludes that there is a significant effect of using clustering technique towards students' writing skill in recount text. Another research is Hayati (2018) . The aims of the research is to find out the empirical evidence of students achievement in writing recount text by using clustering technique. This research shows that 90% students pass the KKM, and the researcher concludes that the use of clustering technique to improve students achievement in writing recount text.

Based on the explanation above, the researcher concludes that clustering technique is an appropriate technique to enhance the students' ability in writing. Hence, the researcher would like to conduct a study on the process of teaching writing descriptive text by using clustering technique. The researcher chooses descriptive text as the research material refers to the curriculum and the syllabus used by the school. Descriptive text is taught in the eighth grade.

### **B. The Problem of the Study**

As related to the background of the study, the researcher formulates the problem of study as the following:

“How is the process of teaching learning of writing descriptive text by using clustering technique for the eighth grade students of SMP Parulian 2 Medan? ”

### **C. Objective of the Study**

The objective of the study is to find out the process of teaching learning of writing descriptive text by using clustering technique for the eighth grade students of SMP Parulian 2.

### **D. The Scope of the Study**

This study is limited only on using of clustering technique on teaching writing descriptive text for the eighth grade students.

### **E. Significance of the Study**

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section.

#### 1. Theoretical Perspective

For teacher : to be selective in choosing the appropriate technique in teaching writing text.

#### 2. Practical Perspective

For Teachers : as guidance and to give information that clustering technique can be applied by teachers to teach English writing skill, especially in writing descriptive text

For students : they can get new knowledge of how to write naturally, and be motivated to more active in the class and be able to write descriptive text well

For other researcher : the result of the research can be a reference for other researchers who want to use clustering technique on teaching writing of any genre of the text.



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