

CHAPTER I INTRODUCTION

A. The Background of the Study

There are four main skills in English which is divided into two groups; they are receptive skills (listening and reading) and productive skills (speaking and writing). Writing as one of those fourth skills should be mastered by students. Writing is used for a wide variety of purposes it is produced in many different forms (Harmer, 2004:4). It means that writing has some purposes, there are to entertain, to inform and to persuade. Those purposes can be applied in the parts of writing form such as short story, news, and others.

Nowadays, the students should be able to write a text correctly. They can get any kinds of information from internet in order to help them know how to write a text correctly. In fact, most of the students had some difficulties to write a text. They did not know how to begin writing. In this case, they were difficult to express their ideas and elaborate them into such a good writing.

In accordance with the syllabus of Curriculum for Tenth Grade of Senior High School, there were some genres should be mastered by the students: narrative, descriptive, recount and explanation. They must be able to write a text based on those genres. This research focused on descriptive text, particularly describing a place. Descriptive text is kind of text which aims to describe a particular thing, such as people, thing and place. The generic structure of descriptive text is identification and description.

Based on the preliminary data while doing interview with the English teacher in SMAN 3 Pematangsiantar, the researcher found that there were some problems faced by the students and teacher particularly in writing descriptive text. For the very first problem, the students were having limited vocabulary. The second problem, the students still had difficulties to express their ideas and elaborate them into a descriptive text correctly. In addition, most of the students often made such wrong grammar in their writing. The third problem was about the teacher's method in teaching descriptive text. It was about how the teacher taught descriptive text based on her way of teaching. The teacher in that school taught students only by giving a discourse about descriptive text. It was monotonous and surely the students felt bored in writing activity. Those problems above affected the students' ability and their score in writing descriptive text.

Table 1.1 The Students' Writing Score of Class X-7

Class	Score	Students	Percentage	Means
X-7	≥ 70	7 students	35%	67,35
	≤ 70	13students	65%	

(Source: SMAN 3 Pematangsiantar)

The table shows that the percentage of students' writing score in descriptive text was still low. Almost 65% students got writing score under the Minimum Criteria Mastery or KKM (Kriteria Ketuntasan Minimal). The KKM applied by the school was 70. It was affected by those problems that have been explained above.

In order to solve those problems, there must be such an appropriate technique to increase the students' achievement in writing descriptive text. It

means that the technique must be creative and interesting which aim to encourage the students for expressing their ideas into written form. There were a lot of techniques which can help students to increase their ability in writing descriptive text, such as Mind Mapping, Brainstorming, Clustering, Cubing, Fish bone and so on. From those techniques, the researcher proposed **Clustering Technique** because it can help students for expressing and elaborating their ideas into a descriptive text.

Rico (2000:38) states that clustering technique is the basic technique of natural writing that can be used to generate ideas for writing of any form: essays, poems, short stories, business reports, song lyrics, even novels. It means that clustering technique can help students to generate and develop their ideas into written form. They will be attracted to write something by elaborating any ideas which come into their mind. Thus, the students are going to be more creative in the process of writing. Clustering is a master key to natural writing (2000:14). For it has a good ability of doing something, particularly for creating a good writing.

According to the research that has been done by Adriati (2013) in Bandung and Purnama (2013) in Medan proved that clustering technique is a potent technique which empower students' imagination. It also made students more enjoyable and interested in learning writing narrative text. Another research done by Yusuf (2014) found that most of the students in grade VII at MTSS Al Abraar felt happy and enjoyed in writing descriptive paragraph. They write descriptive paragraph easily by looking at the cluster diagram that they made.

Based on the explanations above, the researcher focused on conducting a research in order to investigate the effect of clustering technique on the students' achievement in writing descriptive text.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as the following: "Is the students' achievement in writing descriptive text taught by using clustering technique higher than that taught by using lecturing method?"

C. The Objective of the Study

The objective of the study is to investigate if the tenth grade students' achievement of SMAN 3 Pematangsiantar in writing descriptive text by using clustering technique higher than by using lecturing method.

D. The Scope of the Study

Based on the syllabus for tenth grade of Senior High School, there were some genres that must be mastered by the students: narrative, descriptive, recount and explanation. In this research, the researcher only focused to teach descriptive text particularly describing place by using clustering technique.

E. The Significance of the Study

The findings of this study were expected to be useful and relevant:

1. Theoretically, to develop the information about clustering technique for teaching writing descriptive text.
2. Practically, for the teachers as a reference to use clustering technique in teaching writing descriptive text, for the students to increase their comprehension in writing descriptive text and for other researchers as a reference in doing further research.

