

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is a skill that serves a purpose as a way of communicating the language in written form by utilizing cognitive and organizational techniques in the process; hence, the specific goal may be established at the end. Writing is the sequential transmission of information or the presentation of fresh ideas in a new language.

Writing is skill for second language learners to master. Not only is it tough to generate and organize thoughts, but it is also challenging to translate these concepts into understandable language.¹ Indonesian students have many difficulties when they begin writing. “Writing is not only generating and organizing the ideas, but also translating these ideas into readable text. The difficulty will get worse if students’ language proficiency is weak”.² According to Harmer, because writing is a process

¹ Jack C Richard and Willy A Renandya, *Methodology in Laguage Teaching: An Antalogy of Current Practice* (New York: Cambridge University Press, 2002), 303.

² Ila Amalia, ‘Fostering Students’ Writing Skill Through Peer Feedback Acyivity: A Case Study at UIN SMH Banten’, *Loquen:English Studies Journal:English Studies Journal*, 11.01 (2018), 1–2.

and what we write is frequently significantly impacted by genre limits, these components must be included in learning exercises.³

Compared to other skills, writing is the most difficult skill to be learned because it needs competencies of many language aspects, include grammar, mechanic, content, diction, cohesiveness to express the idea. It might be challenging to come up with an inspiring topic at times. To summarize the statement, the writer believes that writing is difficult for students to make their own writing in short time, especially for beginners, because the writing process take a long time.

In modern era as right now, writing plays an important role in the real life. There are several products of writing that human being as social creature need as media to share idea. Report text is one of the examples of writing product that can be used as media to describe something. There are some steps in writing process, they are process of prewriting and organizing the idea, writing or putting them on paper, revising and editing the writing.⁴

Writing skill is more complicated than others skills in English language. In addition, the students spent much time to think what they had to write because they did not get ideas quickly. They had difficulties

³ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), 86.

⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3rd edn (New York: Person Education, 2017), 15.

in generating the ideas, writing mechanic, grammar, and they lacked of vocabulary.

There were many students had difficulty in writing. In the learning writing process, the students have some problems. Based on the writer's pre-observation at SMP N 4 CILEGON in the third grade, from pre observation data that 85% of students have difficulty in writing skills, such as difficulty to generate the ideas in writing and still confused how to organize sentence into paragraph, a lack of the vocabulary, and language deficiency. 70% of students still confused when they want to write and have no motivation to express themselves and 65% of students worry about making mistakes.

This problem can be solve by the interesting techniques that used in teaching writing. The appropriate technique can solve the difficulties of students in writing. Students need technique to think easily and get aim to what they will write. The writer in this research is interested to use clustering technique in students writing at class specially to write a composition in writing the report text. Report is a text that presents facts about something completed with scientific descriptions and information of its parts, behavior, and qualities.

One of technique in writing is clustering. It is kind of pre-writing technique activity to enrich the idea before students start writing.

Clustering technique is another brainstorming activity that used to generate ideas.⁵ The clustering technique might encourage students to write and stimulate their thoughts. In addition, this strategy will assist pupils in organizing their thoughts before to writing a paragraph.

The relevant previous studies were conducted to enhance the writer's knowledge. Dewi and Ayunisa have stated using clustering technique on students' achievement in writing descriptive text improving the quality of their writing it can help to gather their idea so they can easier to write descriptive text.⁶ Ramalia and Nirmala said clustering technique is useful for students to develop their ideas and make it more organized. The technique of clustering is effective to apply in teaching writing. Besides, clustering technique is a prewriting activity that help student generating and developing their ideas into a writing form easily. It means that clustering helps students produce better writing product.⁷ Lawai and Aziz have stated clustering technique helps these rural primary pupils to generate more ideas for their writing. By clustering what they wanted to put in their writing activity, they were able to

⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 2nd edn (New York: Pearson Education, 1996), 48.

⁶ Ratna Sari Dewi and Vira Ayunisa, 'The Effect of Using Clustering Technique on Students' Achievement in Writing Descriptive Text', *English Teaching and Linguistics Journal (ETLiJ)*, 1.2 (2020), 41–43.

⁷ Nirna Ramalia and Tenia Nirmala, 'Jurnal Ilmu Pendidikan Dan Ilmu Sosial Using Clustering Technique in Teaching Writing', *Jurnal Ilmu Pengetahuan Dan Ilmu Sosial*, 28.1 (2019), 19–23.

remember details, expand and connect ideas for their composition. This research is beneficial for other teachers especially those who teach in the rural areas where the pupils are low proficient in English. They could use this technique in teaching writing for pupils who faced difficulties in this skill. On the other hand, will be able to use this technique to generate ideas for their writing.⁸

From the explanation above, the writer is concerned with researching SMP N 4 CILEGON. The reason for selecting SMP N 4 CILEGON was that Students often have difficulty writing due to a lack of vocabulary mastery, and students' challenges in creating an idea make them feel confused about what they want to write.

This study focuses on students' report text writing. The writer in this study tries to use an innovation strategy in writing. By using clustering technique in learning activities. Using the clustering technique for teaching writing skills is an alternative way to support English teaching and learning process because students generally understand when they are getting a guide or clue of how they began to write. Hopefully, the clustering technique can be an effective learning method to develop students' writing ability.

⁸ Sharon Lawai and Azlina Abdul Aziz, 'Clustering Technique to Improve Rural Malaysian Primary School Pupils " Writing Skill', *International Journal of New Technology and Research (IJNTR)*, 7 (2019), 13–17.

Based on the explanation above, it necessary for the writer to investigate the effect of clustering technique in student writing report text at the third grade of SMPN 4 Kota Cilegon.

B. Identification of the Problem

Based on the background of the research above, the writer identified the problems as follow:

1. Students have no idea what to write, some students were confused, while others lacked inspiration.
2. Students have an idea to write but still confused how to develop it into paragraph
3. Students need interesting technique in learning English writing.

C. Limitation of Problem

Based on the identification of problems above, the writer limited the problem on the use clustering technique in student writing report text at the third-grade students of SMP N 4 Cilegon.

D. Statement of the Problem

The researcher formulates the problem in study as follows:

1. How is students writing ability in report text at the second third grade of SMP N 4 Cilegon?
2. What is the effect of clustering technique in students writing report text at the third-grade students of SMP N 4 Cilegon?

E. Objectives of Research

Based on the limitation of the problem and the statement of the study above, the objectives of the research are:

1. To know the student's writing ability in report text at the third-grade students of SMPN 4 Cilegon?
2. To examine the effectiveness of using clustering technique in students writing report text at the third-grade students of SMPN 4 Kota Cilegon

F. Significance of Research

The result of this research is expected to give contribution to researcher, teacher and other students. The significance of the studies are:

1. For writer (researcher)

By using this method the writer can get a solution to evaluate. the study itself will also know the advantages of using this method in applying paragraph writing learning. And next time, research will also examine other ways to facilitate students in learning English.

2. For the teacher

Teacher can evaluate the advantages of using critical thinking in writing arguments. This research can be given as variation in teaching English language.

3. For the students

This research can make a motivation to learn English in a way that enjoys and is comfortable so that it can slowly improve and develop students' English learning skills specially writing.

4. For the reader

This result of this study will give some information about clustering technique used by teacher in teaching writing for readers. Readers include parents, students, and general readers. For parents, they may learn about this teaching medium and then replicate and apply it to their children and pupils. They will be able to gain from it. They can use the clustering strategy to learn to write independently. Then, for broad readers, this is new knowledge on teaching-learning techniques.

G. Organization of research

This paper is divided in five chapters. The following is the short description about what each chapter contains.

The first chapter is introduction. It illustrates; A. Background of Research, B. Identification of Problem, C. Limitation of Problem, D. Statements of Problem, E. Objective of Research, F. Significance of Research, and G. Organization of Research.

The second chapter is theoretical framework, conceptual framework and hypothesis of the research. It is illustrated the theory of the writer uses in library study. The main points of this chapter are: Part A. Theoretical Framework, which consist of three parts; 1. Teaching Writing 2. Report Text 3. Clustering Technique. Part B. Previous: relevant Study. Part C. Conceptual Framework. Part D. Hypothesis of Research.

The third chapter is about methodology of research. It consists of A. research Method, B. Place and time of research, C. Population and sample of research, D. Research instrument, E. Technique of data analysis.

The fourth chapter consists of two parts: research finding and discussion about the effectiveness of using clustering technique in student writing report text.

The fifth chapter consists of: conclusion from research finding and suggestion.