

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is an international language used as communication media to interact with other people in the world. It also has a very important role in education. In the English subject, there are four skills to learn. There are listening, speaking, writing, and reading. That must be mastered by the students. Here, the researcher focuses on writing skill.

Writing is one of the four language skills which is an important skill to learn. Based on Nunan “writing is both a *process* and *product*”.<sup>1</sup> By writing, the people can learn how producing a permanent words because it is visible whereas spoken words disappear after they are spoken.

According to Richard and Renandya, “writing is the difficult skills for learners to master.”<sup>2</sup> Writing needs hard thinking to produce an idea, words, sentences, and paragraph. By writing, students can convey their ideas, thoughts, and messages to the reader in written text. But, not all students can write well. They often find difficulties in writing. Writing is not an easy skill for many students because there are many components that should be considered.

Meanwhile, there is some text that has to be mastered by students. There are procedure text, recount text, descriptive text, and narrative text. Descriptive text is one of the text that has to be taught in tenth grade students. In fact, many students of tenth grade still have problem in writing descriptive text.

---

<sup>1</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Education, 2003), 88.

<sup>2</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)* (Cambridge: Cambridge University Press, 2002), 303.

Descriptive text is a text that describes a particular person, place, animal, or thing. Descriptive text consists of introduction and description. Zemach and Rumisek stated that “A descriptive paragraph explains how someone or something looks or feels”.<sup>3</sup> So, when we write descriptive text, we can convey what we feel about something.

There are some problems in writing at the tenth grade of SMAN 1 Petir that the researcher found based on experience in taking teaching practicum. First, when the teacher asked them to write descriptive text, most of them did not understand the structures of descriptive texts. Second, students found problems to organize their ideas to describe person, thing, or place that is asked by the teacher as their writing task.

Based on the problems above, the appropriate method is needed. In the learning process of writing at SMAN 1 Petir, English teachers usually teach students with some method, such as discovery learning and cooperative learning to improve students’ writing in order to make students interest in writing descriptive text. But the final result is not really significant. Thus, students have to be taught the other techniques in writing descriptive text.

To solve the students’ problem in writing a descriptive text, the researcher chooses the clustering technique. This technique is used as a technique to helps the students in improving their writing ability in writing descriptive text. In the clustering technique there are lines, boxes, arrows, and circles to illustration relationship between the ideas and details. As pharr and santi stated that in the clustering technique the students write the topic in the centre of a piece of paper then write the ideas suggested by the

---

<sup>3</sup> Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay* (Cambridge: The Cambridge University Press, 2009), 25.

topic around it connecting this the topic with lines, follow the same procedure with their main topic.<sup>4</sup>

Related to the background above, the researcher decides to entitle this research is “**The Influence of Clustering Technique in Descriptive Writing**” (A Quasi-Experimental Research at Tenth Grade of SMAN 1 Petir).

## **B. Statement of the Problem**

The research questions of this research are formulated as follow:

1. How is students’ descriptive writing ability at SMAN 1 Petir?
2. How does the clustering technique influence the students’ writing ability in descriptive text?

## **C. The Aims of the Study**

It is expected that the objective of the research is:

1. To know students’ descriptive writing ability at SMAN 1 Petir.
2. To know whether there is any influence of clustering technique toward students’ writing ability in descriptive text.

## **D. The Hypotesis of the Research**

1. The Nul Hypothesis ( $H_0$ )

There is no significant difference of writing descriptive text ability between the students that learn English by clustering technique and the students that learn English by using conventional technique.

---

<sup>4</sup> Donald Pharr and Santi V. Buscemi, *Writing Today Brief Edition* (New York: McGraw-Hill Companies, Inc., 2005), 34.

## 2. The Alternative Hypothesis (Ha)

There is significant difference of writing descriptive text ability between the students that learn English by clustering technique and the students that learn English by using conventional technique.

### E. Previous Study

There were some researchers conducted a research through clustering technique. First previous study is taken from journal research which is conducted by Namik Kemal Sahbaz and Gozden Duran in *The efficiency of cluster method in improving the creative writing skill of 6th grade students of primary school*. The researchers finding suggests that the clustering method in creative writing learn. Between experiment and control group, experiment was successful than control group. The researchers used pre-test and post-test, and compared according to the number of the words in the written text, actual in figurative usage word, slip in spelling and the relation with the context.<sup>5</sup>

The second previous study was conducted by I Nengah Laba in *Developing Students' Essay Writing about Tourism Topics Trough Word Clustering Technique At International Bali Institute of Tourism*. This research use classroom action research method. This study made use of pre-test initial reflection (IR) and post-test research design using descriptive analysis. These findings that indicate that most students at semester 6 actively involve and participate in classroom activity, particularly during the writing class session.<sup>6</sup>

---

<sup>5</sup> Namik Kemal Sahbaz and Gozde Duran, "The Efficiency of Cluster Method in Improving the Creative Writing Skill of 6th Grade Students of Primary School", *Educational Journal and Review*, Vol. 6, No. 11, (September, 2011), 702.

<sup>6</sup> I Nengah Laba, "Developing Students' Essay Writing about Tourism Topics trough Word Clustering Technique", (A Paper, International Bali Institute of Tourism, 2017), 64.

The third previous study was conducted by Erlik Widiyani Styati in *The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic Intelligence An Experimental Research on Descriptive writing for the Second Semester of English Department IKIP PGRI in Madiun in the Academic Year of 2009/2010*. This research took the data from the second semester students as the sample of the research. The research instrument of collecting data made some step: (1) giving the linguistic intelligence test as an internal test; (2) dividing the colleges who have high and low mark; (3) applying the teaching technique to the students; (4) analyzing the students' mark to decide the teaching technique whether it is effective or not; and (5) giving post-test. To analyze data, this study applied descriptive and inferential statistic using ANOVA and Tukey's test. The result of the study were the use of clustering technique more effective than direct instruction and the students who have high linguistic intelligence have better writing ability than those who low linguistic intelligence.<sup>7</sup>

Based on the previous studies above, the researcher separated the similarity and the difference between this research and those previous studies. The similarity of those previous studies and this research is quite the same, did the research with the same technique (clustering technique).

Meanwhile, the differences of this previous study and this research are; the first previous study focuses their research in creative writing in primary school while researcher focuses on helping the students in generating idea before starting to write the descriptive text in senior high school. The second previous study focus on changing behavior and motivation of the subjects under study in learning essay writing and using

---

<sup>7</sup> Erlik Widiyani Styati, "The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic Intelligence An Experimental Research on Descriptive Writing for the Second Semester of English Department IKIP PGRI in Madiun in the Academic Year of 2009/2010", (A Thesis, Sebelas Maret University, Surakarta, 2010), 69.

classroom action research while the researcher focus on changing motivation of the subjects students senior high school in writing descriptive text and using quasi-experimental research. The third previous study focuses on relation between teaching clustering technique and students' linguistic intelligence level for teaching writing while the researcher focuses on teaching writing using clustering technique.

Based on the result of studies, it can be seen that all researches proved that the clustering technique is good to be applied by the teacher. Therefore, the researcher tried to find a way how to make students enjoy their writing classes and assignment. This study used descriptive text to be applied to the clustering technique. By using the clustering technique, the students will easier to organize and generate their ideas before starting to write the descriptive text.

#### **F. The Significant of the Study**

It is expected that the result of the research can be used as:

1. Theoretical in this study can be used the answer on student's ability in writing descriptive text and the applying clustering technique by the teacher on writing ability at tenth-grade of SMAN 1 Petir.
2. Practically in this research, they who followed to participant in learning at the classroom.

The result of this research is expected to be useful for:

- a. The student

The researcher expected that this research can useful to develop and implementation the students' writing ability by the effect of teaching writing.

- b. The Teacher

Encouraging teacher can find the best method of teaching writing for the students.

c. The Researcher

The researcher expected this research can use as reference to other researchers.

3. The Reader

To give information to the reader that writing very important and to give information how easy to learn descriptive writing by using clustering technique.

## G. The limitation of the Study

Because this research is too wide, researcher limits this research by focusing on the influence of clustering technique in descriptive writing at the tenth grade students of SMAN 1 Petir.

## H. The Writing Organization

To make this research easy to comprehend, the researcher will divide this research into five chapters:

**Chapter 1 is introduction.** In this chapter the researcher puts some points: background of the study, research questions, the objective of the study, hypothesis, Previous Study, the significant of the study, the limitation of the study, and the writing organization.

**Chapter II is theoretical frameworks.** This chapter consists of three parts. Part A present Writing which discusses about of definition of writing, purpose of writing, the process of good writing and writing assessment. Part B presents of the definition of descriptive text, the purpose of descriptive text and generic structure of descriptive text. Part C presents of the definition of clustering technique, the step of using clustering technique and teaching writing using clustering technique.

**Chapter III is research methodology** which consists of research method, place and time of research, population and sample, the technique of data collecting, and the technique of data analysis.

**Chapter IV is result and discussion.** The result of the research consists of data description, data analysis, hypothesis testing and interpretation data.

**Chapter V is conclusion and suggestion.** This chapter is the last chapter which consists of conclusion and suggestion.