

CHAPTER I

INTRODUCTION

The chapter covers background of the study, problem of the study, scope Limitation of the study, objective of the study, significance of study, variable of the study, definition of the concept, framework of discussion, hypothesis of the study.

A. Background of the Study

Language is primarily an instrument of communication among human being in a community. Larsen said Language is a means of interaction between and among people. Here, it has function as a tool which connects them in their surround. People realize that without language they cannot interact to each other. Language can become a bridge to connect one another that live in different places and cultures. By using a language one can gain information, knowledge, and express one's feeling, and emotions. Nowadays, many people learn the international languages. One of the international languages is English. English is an international language which has an important role in communications by people to interact with other people in the world. As international language, English is used to conduct communication, in almost the entire world in many countries. Budiharso said English is the major language which is used by people in some sectors. Furthermore, Shahomy said English is being the worlds' current lingua franca. It is used for obtaining successful jobs, promotions, academic function, and business interactions. Consequently, many people tend to master English to compete in globalization. Therefore, English is taught as the first foreign language

as one of the important subjects in Indonesia from elementary to university level.

The purpose of learning

Since writing descriptive text is included in the curricula, all the first grade students of the junior high school must accomplish it well. However, many students of junior high school still lack of vocabularies which make them difficult to compose any writing text. The lack of the vocabularies can be seen when the teachers ask them in English and they do not even understand. Besides, the students have lack interest in English. Therefore, many students consider it as the hardest subject to learn.¹

The reality problem of writing in SMP Negeri 3 Palangka Raya still lack of vocabularies which make them difficult to compose any writing text. Learning writing is not easy above all the seventh grade students of SMP NegeriPalangka Raya cannot find ideas for prewriting. This makes them difficult to describe something that they want. Exactly there are many kinds of text like Narrative Text, Recount text etc. but the researcher wants to know the weather of student ability in writing descriptive text using clustering technique for prewriting.

Based on some studies, clustering gives advantages in prewriting. A study conducted by ErlikWidiyaniStyati (2010) entitled: The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistics Intelligence (An Experimental Research On Descriptive Writing for the Second Semester of English Department of IKIP PGRI Madiun In The Academic Year of 2009/

¹ <http://wordspressure.wordpress.com/2013/02/28/contoh-proposal-skripsi-bahasa-inggris-2/> on September 25, 2014

2010).² The researcher chooses clustering technique for the solution of writing descriptive text in the SMP Negeri 3 Palangka Raya. Clustering technique is another brainstorming activity that the students can use to generate ideas. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar.³ It gives the influence in quality of writing. The form of clustering technique is easy to understand especially by the students and it can give a new style in writing activity. Improving students writing can also be viewed from the students' intelligence. Intelligence is an umbrella term used to describe a property of the mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn.

There are reasons to limit on descriptive text. The first reason is according to new English syllabus at SMP Negeri 3 Palangka Raya. Learning descriptive text in first semester, the study enables to be conducted. Second, Descriptive text is spatial order.

Through explanation above the writer interested in investigating the effect of using clustering technique to the seventh grader of SMP Negeri 3 Palangka Raya..

The writer interested to make a research under the tittle:

²ErlikWidiyaniStyati. *The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistics Intelligence (An Experimental Research On Descriptive Writing for the Second Semester of English Department of IKIP PGRI Madiun In The Academic Year of 2009/ 2010)*. Unpublished S-2 Thesis. Surakarta: UniversitasSebelasMaret Surakarta. 2010.

³Oshima, Alice, Ann Hogue. 1999. *Writing Academic English*. New York: Addison Wesley Longman.

THE EFFECT OF USING CLUSTERING TECHNIQUE TOWARD DESCRIPTIVE WRITING TEXT PRODUCED BY THE SEVENTH GRADER OF THE SMP NEGERI 3 PALANGKA RAYA

B. Problem of the Study

1. Is there any significant effect of clustering technique toward descriptivewriting text produced by the seventh grader of the SMP Negeri 3 Palangka Raya?

C. Objective of the Study

To measure the effect to clustering technique toward descriptivewriting text produced by the seventh grader of the SMP Negeri 3 Palangka Raya

D. Significance of the Study

This study wasbe aimed at investigating the effects of using clustering technique and without using it in writing descriptive text. This study has practical and theoretical significance.

1. Practically, the result of this study is expected to give significant contribution to the English writing teachers. One of the significant is that clustering is a technique of the pre writing strategies that can be used by teachers as an alternative technique of prewriting strategies to be applied in writing classes.
2. Theoretically, it is expected that the results of the study can give contribution to support the theory of clustering technique, cognitive processing on teaching English as a foreign language, especially for the writing teachers. Therefore, it is expected that writing is not only be seen as a product, but also more as a process.

E. Scope and Limitation of the Study

This study will be using clustering technique to write descriptive text. In a more specific focus, this study concentrated on the effectiveness of using clustering technique in writing descriptive text. The subject of the study was the Seventh Grader of the SMP Negeri 3 Palangka Raya. There is reason to limit on descriptive text. Because, according to new English syllabus at SMP Negeri 3 Palangka Raya. Learning descriptive text in first semester, the study enables to be conducted. The number of the subjects of the study was 35 students.

F. Variable of the Study

Variables are the object of the study which indicates variations. Variable is a property characteristic which may differ from individual to individual or from group to group. A great deal to research is carried out in order to identify or test strength of relationship variable influences or affects a second variables, the first variable is called independent variable and in the second is called dependent variable.⁴

1. Independent variable (Y): Clustering Technique
2. Dependent variable (X): Students' ability in writing descriptive text to the seventh grader at the SMP Negeri 3 Palangka Raya.

⁴ David Nunan, Research Methods in Language Learning, New York: Cambridge University Press, 1992, p. 232-233.

G. Definition of the Concept

1. Clustering technique

Clustering technique is the basic of natural writing, can be used to generate ideas for writing of any form: paragraph, essays, poems, short stories, business reports, song lyrics, even novels. It means clustering technique can be used in developing students' descriptive writing achievement. Making a cluster diagram is the best way and very helpful for people who brains that works best visually, a cluster diagram might be a user friendly.

Clustering technique is one of the prewriting activities that can help her to generate the ideas. According to Noel clustering technique is a method of "mapping" your ideas as they come into your mind. It is similar to brainstorming, through it is more visual. Clustering is a technique that gives to patterns and associations of design mind which provides essential two things: choice from which to formulate and develop thought, and focus meaningful enough to impel you to write. In other word, we can say that clustering is effective technique in free writing because it seems to be a reflection of the way the design mind naturally works-that is, it clusters for patterns meaningful to it all the times as it scans its universe.

Oshima and Hogue say that clustering is brainstorming activity that can be used to generate the ideas. In addition, Deporter and Hemacki emphasize that clustering is the way of classify the ideas and share into a piece of paper by making the connection with the core of the idea. Clustering is powerful tool in free writing to generate the ideas from mind. The purpose of clustering is to find

out the ideas as many possible. Clustering can stimulate the ideas to connect right and left brain hemispheres.

2. Writing

According to oxford advance learner's dictionary, "writing is the activity or occupation of writing e.g. books, stories or articles".⁵

3. Descriptive writingtext

Descriptive reproduces the way things look, smell, taste, or sound, it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time days, times of day, or reasons.⁶Descriptive writing is to describe something, someone, or some place in a way that shows the readers rather than tells.⁷Descriptive writing vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter the writer's experience.⁸

H. Framework of Discussion

The organization of study facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This study is divided into three chapters.

1. Chapter 1: Introduction. It consists of tenth parts: The Background of Study, Previous Study, Problem of The Study, Hypothesis of The Study, The

⁵A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press, 1995, p. 1383.

⁶George E. Wishonand Julia M. Burks, *Let's Write English Revised Edition*, Canada: American Book Company, 1980, p. 379.

⁷www.geocities.com/fifth grade types/ accessed on September 25, 2014.

⁸www.thewritingsite.org/resources/ge accessed on September 25, 2014.

- Limitation of The Study, Assumption of the study, The Objective of Study, The Significance of Study, The Operational of Definition, and Frame of Discussion.
2. Chapter 2: Review of Related Literature. It consists of three parts. Part A presents writing which discusses about the definition of clustering technique. Part B presents of the definition of writing, kinds of writing, writing process, assessment of writing. Part C presents of the definition of descriptive text. Part D presents teaching procedure of Clustering technique
 3. Chapter 3: Research Method. Research Method consists of Research Type, Research Design, variable of The Study, Population and Sample, Research Instruments, Research Instruments Reliability, Research Instruments Validity, Data Collection, and Data Analysis.
 4. Chapter 4: Research finding and discussions
 5. Chapter 5: Closing

I. Hypotheses of the Study

Hypothesis is a formal statement of what the researcher expects to find when he/she conducts experiment.⁹ The alternative hypothesis of the study as follows:

1. There is significant Effect of Using Clustering Technique Toward Descriptive Writing Text Produced By The Seventh Grader of The SMP Negeri 3 Palangka Raya

⁹Jenifer, Larson Hall. *A Guide to Doing Statistics in Second Language Research Using SPSS*. (New York: Routledge Taylor & Francis Group, 2010) p. 394.

The null hypothesis of the study as follows:

2. There is no significantEffect of Using Clustering Technique Toward Descriptive Writing Text Produced By The Seventh Grader of The SMP Negeri 3 Palangka Raya