CHAPTER 1
INTRODUCTION

This chapter covers the background of the study, problems of the study, objective of the study, assumption of the study, significance of the study, variable of the study, limitation of the study, operational definition, hypotheses of the study, and framework of discussion.

A. Background of the Study

English is one of the important foreign languages in Indonesia is which the purpose is to absorb to develop knowledge, technology, and to establish relationship with nations. Thus, it is essential to learn English to help people to get information and knowledge in every aspect of life such as education, science, religion, social and technology.

Because of those reasons our government puts English as a first foreign language. Minister of Educational and culture decree No: 372/2003, stated that English becomes the first foreign language and compulsory subject that should be taught in Indonesia school starting from junior high school up to university level.[1] It means that students in our country in any level must study English.

Commonly, English is divided into two parts: written and oral test. It also consists four skills that should be learned by students. They are listening, speaking, reading and writing. Listening and reading are included as receptive skills, on the

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[1] Ketetapan Menteri Pendidikan dan Kebudayaan Repulik Indonesia No. 372 Tahun 2003 Tentang Pengajaran Bahasa Inggris di Indonesia.

other hand speaking and writing are included as productive skills. Among the skills writing is one of the four language skills which are very important to learn.

Writing is unlike another skill. It requires background knowledge, vocabulary, spelling, grammar, function, coherence, etc. They are many problems in writing text like grammar problem, the organization of the writing, the content of the text, vocabularies, and about spelling.[2]

As Jack C. Richard and Willy A. Renandya said, "writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text."[3]

Besides that reason, there is another factor that makes writing becomes the most difficult subject. The other reason is that there are a lot of kinds of texts in English, such as:[4]

1. Exposition is a writing form in which it includes most of people read and write magazine or article and so forth.

2. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.

3. Description is kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.

4. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.

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[2] Mark Anderson and Kathy Anderson, *Text Types in English 2,* South Yarra: Macmillan, 1998, p.6.

[3] Jack C. Richards, and Willy A. Renandya, *Methodology in Language Teaching*: *An Anthology of current practice*, New York: Cambridge University Press, 2002, p.30.

[4] Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, Palangka Raya, p.1.

Experiences in school leave some people with the impression that good writing simply means writing that contains no bad mistakes that is, no errors of grammar, punctuation, or spelling. In fact, good writing is much more than just correct writing. It's writing that responds to the interests and needs of our readers. Briefly, here are the basic characteristics of good, effective writing:

1. Good writing has a clearly defined purpose.

2. It makes a definite point.

3. It supports that point with specific information.

4. The information is clearly connected and arranged.

5. The words are appropriate, and the sentences are concise, emphatic, and correct.

Writing needs special attention, because it needs more knowledge about many parts of language elements and needs many writing processes. As a result students must master all writing element such as content, organization, vocabulary, grammar, and mechanic.

Based on Curriculum of Senior High School which is recommended by the government, there are some texts which have to be mastered by the student of senior high school such as Narrative Text, Descriptive Text, Procedure Text, Report Text, Spoof, Analytical Exposition, Hortatory Exposition, etc. The writer limited this study concerning on one type writing Recount text at the tenth grade students of MA Raudhatul Jannah Palangka Raya.

In learning Recount text, students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar.

There are many methods to increase the student's competence in teaching writing. In this research, clustering technique is a new method that is used in teaching writing. Clustering technique is one of the kind pre-writing activities to enhance our creativity in generating and organizing the students' ideas using lines and circles to indicate relationship.

There are some reasons why the writer uses clustering technique in teaching writing. First, clustering technique can develop students' ideas creatively. For example, the students can develop their writing by finding new ideas, so the students will produce a good writing. Second, the students can classify their ideas. For example, clustering technique can help the students to organize their ideas so they will remember their ideas easily. The students' writing will be organized well. Third, clustering technique make the students more creative in getting the ideas. For example, it helps the students in finding some new ideas than before. This media can help the students in learning writing.

Based on writer's observation on October 04, 2014; most of the students tenth grade of Raudhatul Jannah Palangka Raya have problem related to writing ability. They are still confused of how to organize their ideas and develop their idea into paragraph.[5] That was the reason why the writer choose the students tenth grade of MA Raudhatul Jannah Palangka Raya as subject of her study. So the writer's interested to use the clustering technique to help the students to improve their writing ability, especially in writing recount text.

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[5] Based on observation done on Saturday, October, 04, 2014.

Based on the explanation above, the writer is interested to do research entitled "***THE EFFECTIVENESS OF CLUSTERING TECHNIQUE IN TEACHING WRITING RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF MA RAUDHATUL JANNAH PALANGKA RAYA***"

B. Problem of the Study

Based on the previous background of the study, the writer states the problems of the study as follow "Does clustering technique give effect in teaching writing recount text at the tenth grade students of MA Raudhatul Jannah Palangka Raya"?

C. Objective of the Study

According to the problems of the study, the objective of this study is as follows "to measure the effect of clustering technique in teaching writing recount text at the tenth grade students of MA Raudhatul Jannah Palangka Raya".

D. Assumptions of the Study

There are two assumptions in this study, they are:

1. Clustering technique will be one of strategy that effective to use in teaching learning especially in teaching writing.

2. The students' writing ability will develop by using clustering technique.

E. Significance of the Study

1. Theoretically: This study enables us to understand more about the uses of clustering technique in teaching learning process that can be used to improve the quality of writing especially in writing recount text.

2. Practically :

   Teachers

   The result of this study will give an input for the teachers in teaching recount text and be useful as the alternative way for teacher to use clustering technique as new strategy to enrich their teaching technique, especially in teaching writing recount text at MA Raudhatul Jannah Palangka Raya.

   Students

   The writer also hopes that the result of the research will give an input to the students to improve their abilities in writing. Beside that the students can make a good text in writing using clustering technique.

   Readers

   This study is expect to give a contribution to readers who are interested in teaching writing by using different variables can get basic information from this study to do the further research.

F. Variables of the Study

There are two main variable types: independent and dependent. The independent variable is the one that we believe may "cause" the results; the

dependent variable is the one we measure to see the effects the independent variable has on it.[6] The present study includes the following variables:

1. Independent variable of the study is clustering technique used in teaching writing recount text.

2. Dependent variable of the study is the writing ability intended the scores of the tenth grade students of MA Raudhatul Jannah Palangka Raya.

G. Limitation of the Study

The study was limited to the tenth grade students of MA Raudhatul Jannah Palangka Raya. The numbers of the sample were 14 students. The material for teaching English at MA Raudhatul Jannah Palangka Raya, the writer chooses text type of recount text. The material was relevant based on Competence Standard and Basic Competence which include in KTSP (School Based Curriculum) as curriculum used by this school.

It was to measure the effectiveness of a method or strategy, especially the difference between the students' score in writing recount text using clustering technique and without using clustering technique of the tenth grade students of MA Raudhatul Jannah Palangka Raya.

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[6] Alison Mackey, and Susan M. Gass, *Second Language Research Methodology and Design*, London: Lawrence Erlbaum Associates, Inc., 2005, p. 120.

H. Operational Definition

1. Effectiveness

   Effectiveness is a change produced with a strategy or method by an action or a cause which can give effect on the result from the subject of research.

2. Clustering Technique

   Clustering technique is new strategy that can be help the writer to organize the ideas using line and circles that show relationship among the ideas.

3. Writing ability

   Writing ability is the ability to express one's ideas in written form is a second or foreign language.

4. Recount text

   Recount text means kind of genre text, containing about retell events for the purpose of informing or entertaining.[7]

I. Hypotheses of the Study

1. Alternative hypotheses (Ha): There is significant effect of clustering technique toward the students' score in writing recount text.

2. Null hypotheses (Ho): There is no significant effect of clustering technique toward the students' score in writing recount text.

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[7] Rudi Hartono, *Genres of Text*, English Department Faculty of Language and Art, Semarang State University, 2006, p.6.

J. Frame 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:

Chapter I   : this chapter covers the background the study, problem of the study, objective of the study, assumption of the study, significance of the study, variables of the study, limitation of the study, operational definition, hypothesis of the study, and frame of discussion.

Chapter II   : review of related literature covers Previous Studies, definition of clustering technique, the application of clustering technique in writing recount text, the process of teaching writing using clustering technique, advantages of clustering technique, and disadvantages of clustering technique, definition of writing, kinds of writing, the process of writing, writing assessment, teaching writing at senior high school, teaching writing at ma raudhatul jannah palangka raya, and the purpose of writing, definition of recount text, the structure of recount text, and the example of recount text.

Chapter III   : research method which covers research type, place of the study, research design, sample of the study, instrument of study, research instrument validity, research instrument reliability, data collection procedures, and data analysis.

Chapter IV   : result of study which covers description of the data, test of normality and homogeneity, result of the data analyses and discussion.

Chapter V   : closing covers conclusion and suggestion.