



CHAPTER I INTRODUCTION

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, previous of study, problem of the study, hypothesis of the study, delimitation of study, assumption of the study, objective of the study, significant of the study, operational definition and theoretical framework.

A. Background of the Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enables members or a given community to communicate intelligibly with another.¹

Writing is an important productive skill that can be used in learning other receptive and productive skills.² Most language learners at all levels believe that writing is one of the most difficult language skills.³

In MAN Model Palangka Raya, writing is one of the skill subjects that are learnt by student on the first, second and third year grade students.

In this study, the researcher chooses report text as a students' genre problem in writing activity that needs to be improved. According to syllabus of MAN Model Palangka Raya, this kind of text is taught at the second grade of senior high school on the first term. In addition, based on the writer survey during teaching practice (PPL) at MAN Model Palangka Raya by interviewing some students', a lot of the second grade students think that it is a difficult writing assignment they have. They spent a lot of time focusing only on how to start writing. This factor may come from the students' experience about report text which is still low ability. Lacking of scientific ideas, pre-writing activities and writing apprehension are causes that students get depressed in composing this

¹ Brown H. Douglas, *Principles of Language Learning and Teaching Fourth Edition*, New York: Longman, Inc, 2000, p. 5.

² Wei Zhu, 'Faculty Views on the Importance of Writing', 'The Nature of Academic Writing, and Teaching *al of Second Language Writing*, 2004, p. 29.

³ Gokce Kurt & Derin Atay, 'The Effect of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL', *Journal of Theory & Practice in Education (JTPE)*, Vol. 3 Issue 1, 2007, p. 12.

text. From that case, both the teachers and the students need a significant way of teaching and learning in order to improve student achievement in writing. It is the appropriate condition to do a research in order to solve students' problem in writing.⁴

Besides that reason, there are some kinds of text in English, such as exposition, argumentative, description and narration. Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually the students can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and they also must find out an interesting strategy to teach writing, so they will be interested in writing class. According to Djamaran and Zain that teaching learning strategy is the common pattern of teacher activities to realization teaching learning activities to achieve the purpose that have been scratched.⁵

Anyhow, the problems should be solved by trying to find another strategy for teaching writing in order to make an effective learning writing process. It is supposed to help students comprehend writing material well, so it can increase their writing ability. Meanwhile, the main objective is to make the writing become easier to learn for the students. So, in this study the writer interested to use clustering technique in prewriting.

In the prewriting technique, the students take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing. Sometimes the

⁴ Based on observation done on Monday, June, 9, 2014

⁵ Syaiful Bahri Djamarah and Aswan Zain, *Strategy BelajarMengajar*, Jakarta: Rineka Cipta, 200, p. 5.

students are frustrated because they cannot think of anything to say about a topic. In this section, the students will learn a number of strategies and technique for generating ideas. Use this technique when the students first begin to think about their topic and then anytime they feel their flow of ideas drying up.⁶

The prewriting technique has some activities that can make easy the students express their idea to write, they are brainstorming, clustering, questioning strategy (WH-question), sketching and free writing.⁷

According to Oshima and Hogue, clustering is brainstorming activity that can be used to generate the ideas.⁸ Clustering is one of techniques in prewriting that is especially helpful for visual learners.⁹ It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

Santi states that clustering is a good way to turn a board subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping, or diagramming. It is another effective way to gather information for an essay. Clustering uses free association. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about.¹⁰

Beside that, Rico states clustering is a way of tricking the left-brain into silence and using the right-brain to come up with your own unique overview of a subject.¹¹

⁶ Regina L. Smalley, Mary K. Ruetten and Joann Risshel Kozyrev, *Refining Composition Skill Rhetoric and Grammar*, New York: Heinle & Heinle, 2002, p. 3-4.

⁷ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, Ann Arbor: The University of Michigan Press, 1996, p. 227.

⁸ Alice Oshima and Ann Hogue, *Writing Academic English*, New York: Pearson Education, 2007, p. 72.

⁹ Anonymous, "Pre-Writing", 2010 (online) URL: <http://www.kristisiegel.com/cluster.htm>, accessed on March 20th 2014.

¹⁰ Santi Buscemi, *A Reader for Developing Writers*, New York: McGraw Hill Company, 2002, p.14.

¹¹ Gabrielle Lusser Rico, *Pre-Writing: Clustering*, 2005 (online), URL: <http://exchanges.state.gov/forum/journal.html>, accessed on March 20th 2014.

Writing apprehension is understood to mean negative, anxious feelings (about one self as a writer, one's writing situation, or one's writing task) that disrupt some part of the writing process. The term is used to describe writers who are intellectually capable of the task at hand, but who nevertheless have difficulty with it.¹² In this study, the researcher will use clustering technique to reduce students writing apprehension.

Because the explanation above, the researcher is interested in doing a study entitled: **"The Effectiveness of Clustering Technique on Writing Ability and Writing Apprehension of the Eleventh Grade Students of MAN Model Palangka Raya"**.

B. Previous of Study

Related to the study, before conducting the study, the researcher review some related previous studies. These previous studies give insight about the issues discussed in the study. There are some related studies about clustering technique.

First, Styati, had conducted a study entitle "The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic Intelligence".¹³ In this study, the design of this research uses factorial design by technique of multifactor analysis of variance (ANOVA). The results of this study are the students who are taught clustering technique have better writing ability than those who are taught using direct instruction. In other word, the use of clustering technique is more effective than direct instruction for the second semester students of English Department of IKIP PGRI Madiun and students who have high linguistic intelligence have better writing ability than those who have low linguistic intelligence for the second semester students of English Department of IKIP PGRI Madiun.

¹² Susan McLeod, 'Some Thoughts About feelings: The Affective Domain and the Writing Process'. *College Composition and Communication*, Vol. 38, No. 4. 1987, p. 426-435.

¹³ Erlik Widiyani Styati, *The Effectiveness of Clustering Technique to Teach Writing Skill Viewed From Students' Linguistic Intelligence*. Unpublished Thesis. Madiun: IKIP PGRI Madiun , 2009.

Second, Meliya had conducted a study entitle “The Use of Clustering Technique in Teaching Narrative Text”. The research method used in this study was quasi-experimental and it was conducted in one senior high school in Bandung. The data in this study were collected by using pre-test, post-test, and interview. They were then analyzed by using the independent t-test to see if there was significant difference in the mean of both groups’ score and the dependent t-test to see if clustering technique significantly affected students’ achievement in writing narrative text. the findings showed that clustering technique was effective in improving students’ score in writing narrative text (post-test score of experimental group, $M=57.57$, of control group $M=54.00$; the result of the dependent t-test: $t_{obt} > t_{crit}$, $(-13.422 > 2.045)$; $r = 0.621$). In addition, this technique was very helpful as it became the ‘savings’ of words which were needed in writing the narrative text.¹⁴

In addition, the differences between the previous studies with the researcher are related to the approach of the study that is used. The previous study used research and development and descriptive research. Meanwhile, this study was experimental research; it was conducted in writing ability and writing apprehensi¹¹ clustering technique. The purpose of the study is to know the effect Clustering technique on writing ability and writing apprehension of the eleventh grade students of MAN Model Palangka Raya

C. Problem of Study

Based on the background of the study above, the problems of the study are as follow:

1. Does clustering technique give effect on writing ability of the eleventh grade students at MAN Model Palangka Raya?

¹⁴ Meliya Ardiyati, *The Use of Clustering Technique in Teaching Narrative Text*, Unpublished Theis, Bandung:Universitas Pendidikan Indonesia, 2013.

2. Does clustering technique give effect on writing apprehension of the eleventh grade students at MAN Model Palangka Raya?
3. Does clustering technique give effect on writing ability and writing apprehension of the eleventh grade students at MAN Model Palangka Raya?

D. Hypothesis of the Study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.¹⁵ The hypothesis was divided into two categories; they were Alternative Hypothesis and Null Hypothesis:

1. Alternative Hypothesis (Ha)

- a. Clustering technique gives significant effect on writing ability of the eleventh grade students of MAN Model Palangka Raya.
- b. Clustering technique gives significant effect on writing apprehension of the eleventh grade students of MAN Model Palangka Raya.
- c. Clustering technique gives significant effect on writing ability and writing apprehension of the eleventh grade students of MAN Model Palangka Raya.

2. Null Hypothesis (Ho)

- a. Using clustering technique does not give significant effect on writing ability of the eleventh grade students of MAN Model Palangka Raya.
- b. Using clustering technique does not give significant effect on writing apprehension of the eleventh grade students of MAN Model Palangka Raya.

¹⁵ David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p.230.

- c. Using clustering technique does not give significant effect on writing ability and writing apprehension of the eleventh grade students of MAN Model Palangka Raya.

The researcher formulated the hypothesis because it would make the writer easy to focus collecting the quantitative data based on variables in hypothesis.

E. Delimitation of the Study

According to the background and problem of the study above, the writer would like to make scope and limitation of this research. The scope and limitation are made in order to the research to more focus, effective and not go away from that topic.

The scope in this study is only done to investigate the effectiveness of a strategy; especially the effectiveness of clustering technique on writing ability and writing apprehension which only focus on report text.

The study is limited to the eleventh grade students of MAN Model Palangka Raya.

F. Assumption of The Study

There are three assumptions in this study, they are:

1. Clustering technique can be applied as technique in teaching writing report text.
2. Clustering technique can reduce students writing apprehension.
3. Clustering technique can give positive effect on the students writing ability and writing apprehension.

G. Objective of The Study

The objective of the study based on the background of the study are as follow:

1. To measure the effectiveness of using clustering technique on writing ability of the eleventh grade students at MAN Model Palangka Raya

2. To measure the effectiveness of clustering technique on writing apprehension of the eleventh grade students at MAN Model Palangka Raya.
3. To measure the effectiveness of clustering technique on writing ability and writing apprehension of the eleventh grade students at MAN Model Palangka Raya

H. Significance of the Study

The study has two significances. The first is theoretical significance and the second is practical significance. Theoretically, the study supports the theory of language learning especially clustering can improve the students ability of writing ability and writing Apprehension.

Practically, the study is as the way toward students' English achievement of using clustering technique on writing ability and writing apprehension of the eleventh grade students of MAN Model Palangka Raya, as one of the alternative way that can be used by students in writing process.

I. Operational Definition

1. Effect is a changed caused by something.¹⁶ That also means a change of something because of treatment. In this study effect means, effect of something is the change of the eleventh grade students of MAN Model Palangka Raya, after give treatment, that is will teach by using clustering technique.

¹⁶ Karen E. Patzel. *Principles of WL and Implications for ESL Learners*, Pall, 1995, p.3.

2. Effectiveness is an ability to bring about the effect of the result intended.¹⁷ The effectiveness of this study is the using of clustering technique on students writing ability and writing apprehension.
3. Clustering is a way to gets ideas before writing.¹⁸
4. Writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.¹⁹
5. Ability is power or skill required to do something.²⁰
6. Writing Apprehension is a subjective complex of attitudinal, emotional, and behavioral interaction which reinforces each other.²¹

H. Theoretical Framework

The frameworks of the discussion as follows:

Chapter I: This chapter consists of background of the study, previous of study, problem of the study, hypothesis of the study, delimitation of study, assumption of the study, objective of the study, significant of the study, operational definition and theoretical framework.

Chapter II: This chapter consists of writing (the nature of writing, the process of writing), prewriting (the nature of prewriting, the activities of prewriting), clustering Technique (the nature of clustering technique, the steps of clustering

¹⁷ AS Hornby, *Oxford Advanced Learner,s Dictionary of Current English*: New York: Oxford University Press, 1995, p.277.

¹⁸ Alice Oshima and Ann Hogue, *Writing Academic English*, p. 72

¹⁹ Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p. 151.

²⁰ A S Hornby, *Oxford Advanced Learners Dictionary*, p.683

²¹ J. Daly & D. Wilson, *Writing Apprehension, Self-Esteem and Personality. Research in Teaching of English*, 1983, p. 327

technique, the advantages of clustering technique, the advantages of clustering technique), report text, writing ability, writing apprehension and writing assessment (process assessment and product assessment), the nature of experimental study and ANOVA (analysis of variations).

Chapter III: This chapter consists of time and place of the study, research design, variable of the study, population and sample, research instrument, data collecting procedures, and data analysis procedure.

Chapter IV: This chapter consists of description of data analysis, test of the statistical analysis, result of the data, interpretation.

Chapter V : This chapter consists of discussion of the study.

Chapter VI : This chapter consists of conclusion and suggestion of the study.