

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points related to this research. Those include background of study, formulation of the research problem, purpose of the study, hypothesis, significance of study, scope and limitation of study, and definition of key terms.

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. According to Nurhayati (2018:3), public awareness on the importance of English as the main means of communication in this global era has been increasing. In Indonesia, using and learning two or three languages among students and English lecturers, with English as the third language (L3) or foreign language (FL), and Javanese as the mother tongue or first language (L1) and Indonesian as a second language (L2) has received considerable attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students' communicative competence, that is, to gain substantial ability to communicate in a variety of communicative situations.

Students in Indonesia especially in Java required to learn several languages in their school. They learned Javanese as the mother tongue or first

language but, in their school they learned Indonesian language for the daily communication with the teacher or their friends. In addition, the students have to learn English as the third language as a compulsory subject.

As stated by Nurhayati (2017:104) instead of having a mother tongue (Javanese) and Indonesian as L2, Indonesian people also learn English as foreign language. English has become a compulsory subject for Indonesian students since elementary school level. Yet, with the implementation of 2013 Curriculum since 2013, English is no longer taught formally in elementary school. Instead, it could be as a compulsory subject in junior high school

Nurhayati and Yuwartatik (2016) stated that language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers.

Based on the statement above, language have to be mastered by the students, especially English language, because in Indonesia English as the third language. In this modern era, there are so many benefits if the students mastered English well. They can develop their communicative competence, that is, to gain substantial ability to communicate in a variety of communicative situations. English is consisting of four skills that have to learned, they are speaking, listening, reading and writing.

Writing is one of the skills that should be mastered by the students, because writing is a productive skill. It is very useful for students because it can convey their ideas through their minds into the written form. Based on the fact,

writing skill has crucial role. The teaching of English at senior high school in Indonesia is aimed to develop students' communicative competence in speaking and writing to achieve the functional level (*Departemen Pendidikan Nasional*, 2006).

Based on the curriculum 2013 there are some texts that have to be mastered by students on senior high school. There are recount text, descriptive text, narrative text and explanation text. According to curriculum 2013, explanation text is one of text that have to mastered in the eleventh grade students. It stated in the KI and KD 3.8, *membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau social yang tercakup sesuai dengan konteks penggunaannya*. Thus, the students should master in writing explanation text. An explanation text is a kind of text that aims to describe how something happens or why it is made. An explanation text actually is almost the same as procedure text; but there are essential differences between those two. The purpose of explanation text tends to explain how something forms or why that happens; it explains the sequence, cause or theoretical understanding of a phenomenon or an event. Thus, the text covers the answer of "how" or "why" relating to the topic being discussed. An explanation text is organized with the generic structure of a general statement and a sequence of explanations, along side the closing. There are diverse topics that an explanation text can cover. Usually, it covers the topics related to science, phenomena, and also social, for instance about why certain

social phenomena happen, how to conduct an experiment, or how natural phenomena occur.

Writing is not only developing the ideas into the paper but also attending the rules of the writing process carefully. From writing, we can share about our feelings, ideas and all off our though. However, many people think that writing is the most difficult skill to master. As stated by Hurmer (2001), writing needs hard work, because it needs more time to think than the other skills. The result of the compositional nature of writing is writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product that includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

In addition, based on the researcher's observation on February 2nd 2019. There are some factors the students might think that writing is difficult. First, they find difficulties in gathering and organizing their ideas in a paragraph unity. Second, students do not have much idea of what to write and how to start writing. In fact, they waste too much time thinking about what they are going to write. Third, students are afraid of making errors. Therefore, the students could not maximizing their writing.

The writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence. It is necessary to create an inspiring and supporting situation of speaking and writing class. The characteristics of a successful speaking are learners talk a lot, participation is

even, motivation is high, and language is of an acceptable level. In fact to create and encourage the students to do so is not easy. It seems that the lecture needs to be creative and have a lot of ideas to conduct that, (Zuhri Dj & Sukarnianti, 2015) as cited in Nurhayati (2016:54). In order to solve the problems above, the researcher need to use other technique to make the students be more enthusiastic in learning English especially in writing. One of the technique is using clustering technique to teach writing explanation text.

Moreover, clustering technique is the technique to helps the students to enrich their ideas through connecting the topic with their knowledge and experiences. As Phar and Shanti (2005:34) stated that in clustering technique, the students write the topic centre of a paper then write the ideas suggested by the topic around it connecting the topic with lines, follow the same procedure with their main topic. By that statement, the researcher believe that the clustering technique will give a big effect to the students for teaching writing explanation text.

Several experimental research studies indicate that clustering technique is effective for teaching writing. Some researchers has been conducted on Clustering Technique. A research conducted by Zakiyyah (2014) studied entitle “The Effectiveness of Using Clustering Technique in Teaching Writing Narrative Text (a Pre Experimental Research at the Tenth Grade Students of MA Datul Falah Cluwak Pati in Academic Year 2013/2014). In this research, the researcher used quantitative experimental. Based on the analyzing data, it was found that the writing ability of narrative text of the tenth grade students of MA Darul Falah

Cluwak Pati in academic year 2013/2014 before being taught by using clustering technique was categorized sufficient. There is significant difference between the ability of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 in writing narrative text before and after being taught by using clustering technique.

Then, a research by Adriati (2013), had conducted a study entitle “The Use of Clustering Technique in Teaching Writing Narrative Text (A quasi-experimental study of tenth graders in one senior high school in Bandung)”. This study investigated the use of clustering technique in teaching writing narrative text. The result stated that clustering technique was effective in improving students’ score in writing narrative text. Clustering technique was very helpful as it became the savings’ of words which were needed in writing the narrative text, eased the plot construction, made a new alternative to writing with or without other brainstorming technique, empowered imagination, and created fun atmosphere in learning

Based on the previous study above, the researcher interest in conducting quasi-experimental research entitled “The Effectiveness of Using Clustering Technique Towards Students’ Ability in Writing Explanation Text at the Eleventh Grade of MA Darul Hikmah Tawang Sari”.

B. Formulation of Research Question

Is there any significant different on the students’ ability in writing explanation text who are taught by using clustering technique and those who are not?

C. Research Objective

The objective of the study is to find out the significant different on the students' ability in writing explanation text who are taught by using clustering technique and those who are not.

D. Significance of the Research

1. The teachers

To give them information about the effect of using clustering technique in teaching writing explanation text, so the teachers can use this technique in teaching writing of explanation text.

2. The students

To give them an appropriate technique in learning writing of explanation text because by using clustering technique, the students could be easy to generate and express their ideas. Hopefully, this study helps the students in improving their writing ability.

E. Scope and Limitation

The present study is to describe the Effectiveness of Using Clustering Technique Towards Students' Ability in Writing Explanation Text at the Eleventh Grade of MA Darul Hikmah Tawang Sari. The zone is in Tulungagung. The limitation of study covers the description of writing, explanation text and clustering technique.

F. Hypothesis

1. Null Hypothesis (H_0)

There is no significant different on the students' ability in writing explanation text who are taught by using clustering technique and those who are not.

2. Alternative Hypothesis (H_a)

There is significant different on the students' ability in writing explanation text who are taught by using clustering technique and those who are not.

G. Definition of Key Terms

1. Writing

Writing is one of productive skills, which contains a symbol and involves a complex process. Making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Through writing, learners can express thought, feeling, ideas, experiences, etc. to convey a specific purpose. The purpose of writing is to give some information.

2. Explanation Text

An explanation text is a kind of text that aims to describe how something happens or why it is made. An explanation text actually is almost the same as procedure text; but there are essential differences between those two. The purpose of explanation text tends to explain how something forms or why that happens; it explains the sequence, cause, or theoretical understanding of a

phenomenon or an event. Thus, the text will cover the answer of "how" or "why" relating to the topic being discussed. An explanation text is organized with the generic structure of a general statement and a sequence of explanations, alongside the closing. There are diverse topics that an explanation text can cover. Usually, it covers the topics related to science, phenomena, and also social, for instance about why certain social phenomena happen, how to conduct an experiment, or how natural phenomena occur.

3. Clustering Technique

Clustering technique is a technique to turn a broad subject into a limited and more manageable topic for a short essay or text. This technique is helpful to generate the ideas before starting to write. Clustering technique is similar to brainstorming. In this technique, there are lines, boxes, arrows and circles to show the relationship among the ideas and details. Clustering is a process pre-writing in order to make easier in generating the idea that comes in our mind through kind of shapes that can be classify the ideas. It helps the students in arranging their ideas.