

CHAPTER I

INTRODUCTION

This is the first chapter provide about the reason why the researcher conducts the study. It also states the research question , the objective of the study, the scope of limitation of the study, and the significance of the study. Finally , the definition of the key term are given to avoid misunderstanding of those terms.

A. Background of Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many inter relationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to university level. Even in the latest year, English has taught at some kindergartens.

In English, there are four skills that should be mastered by the students, they are: listening, speaking, reading, and writing. Writing is one of the important skills in English. According to Hyland (2003) stated that writing is a way of sharing personal meanings and emphasize the power of the individual to construct their own views on a topic (p.9). It means that, writing is freally important tool for human being ; it is used for written communication. On the other hand, it is the way to express and share some ideas, opinion,experience and information on a topic in the form of written

language. It can be inferred that, writing is important skill for daily life, because it can be used as one of the ways to communicate, share, and expressed some `ideas, opinions, experience, and information to other people.

Harmer (2004) stated that “ being able to write is an important skill for speakers or foreign languages (p.3). Teaching writing should be attention by English language teacher. As a educator, a teacher need to focus to the students on what will they write whether it is about texts or just like shopping list. According to the Brown (2000), for many years of writing , teachers most concerned on the written product. On the other words, the students attention was directed to the what rather than the how of the text construction. That product expected students to only analyses texts in term of what language they used how they were constructed.

Writing skill is one of the English language skill which are teach to junior high school students in English lesson. Besides that in the school level curriculum (K13) there are four language skills should be teach to the students. They are speaking , listening, reading, and writing. However Jack C. Richard (2002) said that “writing is the most difficult skills for second language learner to master”(p.303). In line with this statements, there are many factors make writing to be good on such as grammatical, vocabularies, punctuation, capitalization, and spelling knowledge in a good and meaningful sentence or paragraph. Having the ability of writing help the students to be able to communicate because it has many advantages which will be useful for students.

There are some types of English text that have to be mastered by the junior high school students; three of them are recount, procedure , and descriptive. Each of type text different purposes, organizational structure of the text and language features that can be used in a text. One of the text that will be learn by student when the researcher conduct a research is a recount text.

Recount text is a text that retells past events an experience in chronological order. It purposes to provide the reader with a description of what occurred and when it occurred. The generic structure of recount text consists of orientation, event, and re-orientation. In orientation provides background information of the event. In event, it gives more information about what happened in sequence. Then in re-orientation will describe the conclusion of the story and what the writer felt when it happened.

In learning writing, the students face many problems in writing recount text when they ordered to write a text. The students are poor at vocabulary for constructing a great paragraph;as a result, they cannot convey their ideas smoothly. Second is grammar. A good text describes a sentence structure correctly, and the paragraph has a good order of the words in sentence sequence.

During I taught English lesson in ordered to did Internship at MTsN 2 Blitar. I found the students's writing was limited especially in vocabulary. They seemed got difficulty to improved their idea. The only wrote at least 10

words on one paragraph. In addition, their punctuation, spelling, and grammar also need attention because their lack on writing.

To solve these problems, the teacher must be creative to use suitable technique in writing especially writing in recount text. There are lot of techniques and methods in teaching learning process that can motivate the students. The researcher would like to propose an alternative technique named “Clustering Technique”.

Clustering is a technique to turn a broad subject into a limited and more manageable topic for short essay or text. Clustering technique is also known as diagramming or mapping. It is a technique that can be used to generate ideas in writing. This technique is helpful to think in a visual way. In clustering technique, there are lines, boxes, arrows, and circles to show relationship among the ideas and details. In clustering technique, the students writes a topic in the center of pieces, then write ideas suggested by the topic around it, connect these to the topic with lines and follow the same procedures with their subtopics or supporting details. The advantages of this technique are students are able to find out the related words, ideas, concepts, as many as possible to the topic given, can stimulate their idea before they develop into paragraphs.

On the basis of the background, this research aims at finding out the effectiveness of clustering technique towards students ability in recount text. As a result, the research title is the effectiveness of clustering technique

towards students writing ability in recount text in grade of eighth at MTsN 2 Blitar.

B. Research Question

Based on background of research above, the researcher formulated the research question being, “Is the clustering technique effective toward students’ ability in writing recount text in grade of eight at MTsN 2 Blitar?”

C. Objective of Research

Based on research problem, the purpose of study is to know whether the use of clustering technique is effective or not toward student’s ability in writing recount text.

D. Significance of The Study

The researcher expects that this research will give some significance to some parties such as the English teacher and school and to other researchers.

1. To the English teacher

The clustering technique will improve quality of teaching writing.

2. To the students

The clustering technique will help them to develop their idea into great paragraph and improve their achievement.

3. To other researchers

This research hopefully will be useful as a resource for the next research.

Other researchers can have several knowledge about the use of clustering technique in teaching writing recount text.

E. Scope and Limitation

The scope of this research is study about definition of recount text, purpose of recount text and generic structure of recount text. And then students doing task pre-test and post test to retell personal experience with theme personal recount using clustering technique. The researcher chooses 8C class and 8E class students from MTsN 2 Blitar as part of the research here. For the final results, the researcher will be compare the final score between the 8E class as the experimental class using clustering technique and 8C class as the control class to determine is the effective or not when writing recount text especially personal recount text use clustering technique.

F. Definition of Key Terms

1. Clustering Technique

According Kalandadze (2007), clustering is making a visual map of the ideas (P.6). And also Cathy D' Aoust (cited in Carol 1987, p.11) stated that clustering can be used in the prewriting.

2. Writing

According to Hyland (2003) stated that writing is a way of sharing personal meanings and emphasize the power of the individual to construct their own views on a topic (p.9). It means that, writing is really important tool for human being; it is used for written communication.

3. Recount text

Mark Anderson and Kathy Anderson in their book said that recount text is a piece of text that retells past event, usually in the order in which they happened.