

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool for all the aspect in human daily life. By language people possible communicate with the other people. So that language form a tool that important to communicate among other people.

English as an International language is really important. Most people in the world use English to communicate. English as a communication can be a mediator in studying science, politics, economics, education, culture, and technology, which are usually disseminated in English.

English is the first foreign language in our country, which is taught from Elementary level until University level. English also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, art and other published issues written in English.

In English language, there are integrated skills to be mastered such as : speaking, listening, reading, and writing. Among those skills, writing is considered the most difficult skill since it involves several components including contents, vocabularies, rhetoric, grammatical structure, and mechanics, such as punctuation and capitalization.

Writing needs to be taught in English subject. As Carroll (1990: 05) states, without a doubt, the most important invention in human history is writing. It provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. In addition writing allows person to share the person communication not only with his contemporaries, but also with future generations.

Although, it is not as simple and easy as task for the teachers to improve their students' skill in writing, they need to be more active to provide various strategies. More strategies can motivate students to be more interested in English teaching and learning process especially in writing skill.

The researcher found problems at the eleventh grade of students in SMA Muhammadiyah 3 Ponorogo. There are most of students think that writing is the most worrisome, they cannot think anything to write about. The students also have weakness in grammatical and spelling. From interviewing, teacher usually uses three phase technique to teach students. This method actually makes students bored because teacher just talking in front of the class and teacher does not pay attention to the students. Students' understanding about vocabulary is less, so the students sometimes get difficulties to write and they just write the word from dictionary without understand about their concept of writing.

From the problems above, the researcher decides that it is necessary to conduct Classroom Action Research at SMA Muhammadiyah 3 Ponorogo to make the students interested in English, especially in writing. The teacher can use

clustering technique to teach English. In clustering technique, teacher will give students how to make writing easier. Students can express their life and generating their ideas with a writing. Teacher must always be a guide to all students to make their interest to write.

According to Oshima and Hogue (1998: 08) Clustering Technique is another brainstorming activity that the writer can use to generate ideas. Based on Langan (2008: 30), Clustering Technique is also known as diagramming or *mapping*, is another strategy that can be used to generate material for an essay. In clustering, the writer uses lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to the writer. In other definition, from Proett and Gill in Richards et. al. (2002: 316), students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy: "Its visual character seems to stimulate the flow of association and is particularly good for students who know what they want to say but just cannot say it".

By using Clustering Technique, students are expected to be more easy in learning writing. They are able to share their ideas in a piece of writing. There are various ways to organize the sentence in a piece of writing. One of various ways is an analytical exposition text. According to Marsudiono (2011: 90) an analytical exposition text is one of the genre which presents arguments. So, by using this technique students are able to indicate the writer's position or give opinion by the writer's mind, and students can also give arguments of his/her opinion.

Analytical exposition text is one of a text which is important in daily life. The students need to know a lot about it. Because they can find many things around them. In the students daily life they can write an analytical exposition, because the compositions of this text are designed to explain, analyze, interpret, speculate, evaluate, persuade, or reflect. So the researcher focuses on writing analytical exposition text. While the researcher thinks to use clustering technique to make an analytical exposition text, because this technique will give easiness for the students to make an analytical exposition text. Students can use this text to explain of arguments that come out of the students' mind.

The writer thinks to solve the problems above especially at the eleventh grade of SMA Muhammadiyah 3 Ponorogo by conducting an entitled "Improving Students' Writing Skill by Using Clustering Technique at the Eleventh Grade of SMA Muhammadiyah 3 Ponorogo in the Academic Year of 2014/2015".

B. Research Problems

Based on the background of the study above, the statement problems of the researcher are:

1. Does Clustering Technique Improve the Students' Writing Skill at the Eleventh Grade of SMA Muhammadiyah 3 Ponorogo in the Academic Year of 2014/2015?

2. How to Improve Students' Writing Skill by Using Clustering Technique at the Eleventh Grade of SMA Muhammadiyah 3 Ponorogo in the Academic Year of 2014/2015?

C. Objectives of the Study

According to the research problems above, the objectives of the study will be formulated as follows:

1. To Know whether the Clustering Technique Improve the Students' Writing Skill at the Eleventh Grade of SMA Muhammadiyah 3 Ponorogo in the Academic Year of 2014/2015.
2. To Know the Improvement of Students' Writing Skill by Using Clustering Technique at the Eleventh Grade of SMA Muhammadiyah 3 Ponorogo in the Academic Year of 2014/2015.

D. The Significant of the Study

The result of the study is expected to bring some significances and contribution in teaching and learning English as follows:

1. For the English teacher :

The result of this study is expected to help English teachers to overcome the students' difficulties to write analytical exposition text.

2. For the students :

There are many advantages of this study for students. First, this study helps the students in gaining their motivation in learning English especially in writing skill. They learn with their style and share their ideas freely. Second, the students learn how to live together in a term as real society. Next, the students learn that people have variation characteristic and background.

3. For the school :

In this study, there are strategies that can be used when the school find difficulties in learning writing and how to overcome those problems.

4. For the researcher:

This study gives a new input and experience for the researcher to improve their strategy in learning English.

E. Scope and Limitation

To simplify the problems clearly and to avoid misunderstanding and in order to avoid the large discussion, the writer limits the problems of the research as follows:

1. This study is focused on the implementation of Clustering Technique to improve the eleventh grade students' writing skill especially in analytical exposition text.
2. This study is conducted at SMA Muhammadiyah 3 Ponorogo in the academic year of 2014/2015.

F. Definition of Key Terms

Clustering Technique : is a brainstorming activity that generates ideas, images and feelings around a topic or stimulus word (Olson, 2003: 165).

Writing : is a process through which students can explore and discover their thoughts and ideas, then product is likely to improve as well (Zamel, 2007: 207).