

CHAPTER I

INTRODUCTION

1.1. Background of Study

Language is used widely for communication between people who do not share the same first language. So, English is commonly used in the exchanges. English is also as mother tongue for many people in the world as we can see, such native speakers are increasing out-number by people who have English as a second or third language and use it for international communication. In learning English, there are four basics for learning: listening, speaking, reading and writing.

According to Harmer (2007:270), the language skill is divided into two groups, which are receptive skill and productive skill. The productive skills are speaking and writing both involve as language production. Brown (2004:218) stated that writing is a skill that is the exclusive domain of Scribes and scholar in educational or religious institution. Almost every aspect of everyday life for common people was carried out orally.

One aims of teaching English is to develop the ability to communicate. The ability involves of four skills: listening, speaking reading and writing. The researcher mainly focuses on writing skill because writing is considered the most difficult and complicated language skill to be learned. Although writing is a good way to develop English ability on written skill, most of the students still say that it is difficult to express their ideas in writing. Because they think that writing needs more work in organizing the composition and the language that makes them cannot be stated correctly.

Brown (2004:218) supports that the ability to write become an indispensable skill in our global literate community. From writing it is a good way to develop students' English ability, but most of them still have difficulties to express their ideas, thoughts, opinions, feelings and whatever they have in their mind in written form. Writing skill, at least at rudimentary

levels, is a necessary conditional for achieving employment and taken for granted in literate cultures. In the field of second language teaching, only a half century ago expert said that writing is primarily a conventional for recording speech. It is understandable the unique of writing as a skill in the aspect its own features and conventions. Every educated child in developed countries learns the rudiments of writing in his or her native language, but few children learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.

With such a monumental goal, the job of teaching writing occupies the attention of papers, articles, dissertation, books, and even separate professional journals exclusively devoted to writing in a second language. Writing is among the most important skills that need to develop and it involves composing skills and knowledge about text, contexts, and readers. Hyland (2003:9) writing is a way of sharing of personal meaning and emphasizing the power of the individuals of constructs their own view of the topic. It is believed that writing is the process of transferring idea in the form to inform the readers.

However, writing is good way in developing student's ability. It is supported by Raimes (1983:3) that there is an additional and very important reasons; writing helps our students learn. First, writing reinforces the grammatical structure, idiom and vocabulary. Second, when our students write, they also have a change to be adventurous with the language. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. It means by writing students will be able to learn any aspect of language like grammatical aspect and language used.

Meanwhile Wardiman, Jahur, & Djusma (2008:65) say that there are some texts to be mastered by students at junior high school: recount text, narrative, descriptive and procedure. Many students get difficulty in developing their ideas in writing a good paragraph of recount text. It can be

seen that many students are still confused in writing. They just spend time by doing nothing when they want to start writing, it cannot be accurate because the students are confused and do not know what to do or what to write. To help students solving these problems, it needs another technique which is more interested in teaching writing. There are many techniques in teaching writing. One of the techniques that can be proposed is “Clustering Technique”.

Clark (2012:59) designed a clustering is similar to free writing and brainstorming that aims is to elicit as many ideas as possible. However, students are to group ideas visually and to see possible connections between ideas. To use clustering, the writer writes the topic in the central of paper and circle. It includes the circle word, he or she writes other words that associates with this central idea and puts around circle around them as well. Then they write other word related with these other ideas and use line to connect them either to each other or to other word on the page. To use clustering technique, the researcher takes place the main idea or topic sentences in the center of the paper and circle it. Clustering technique will give stimulus to the students’ ideas and clustering technique can construct relation between experience and new information.

Based on the problems and some explanation above the writer decides to take research by the title “The Implementation of Clustering Technique in Teaching Recount Text Writing (A Descriptive Study at 8 Grades Students of MTs Al-Muhajirin Plajan Pakis Aji Jepara in the Academic Years of 2017/2018)”

1.2. Problems Statements

Based on the background above, the writer formulates the problem statements as follows:

1. How can clustering technique be implemented in teaching recount text writing?
2. What is the impact of using clustering technique in teaching recount text writing?

1.3. The Objectives of the Study

In line with the problem statements above, the objectives of the study can be elaborated as follow:

1. To elaborate the implementation clustering technique in teaching recount text writing.
2. To describe the impact of clustering technique in teaching recount text writing.

1.4. Reasons for Choosing the Topic

Reasons for choosing the topic as follow:

1. Students have difficulties in writing because it contains of complex processes, which should be done by students in order to make good writing. The process of writing consists of planning, drafting, editing, and final version. Clustering technique will provide the student to make a good in writing recount text.
2. Students cannot express their ideas from beginning until end of their personal experience. By using clustering technique, they can explore what they want to write, and they can make a circle to write based on the topic given.
3. This study hopefully provides useful information for the English teachers to apply another strategy dealing with the teaching learning process, especially in teaching writing.

1.5. The Significances of the Study

The significances of the research can be given at least to five groups: students, teachers, researcher, institution, and other researchers.

1. For students, they can use clustering technique as an alternative in writing recount text.
2. For teachers. It is hoped that teachers might use the results of this research findings in such a way to improve students skill in writing through on clustering technique. In addition, these findings may help them to make their students know what technique the students should use when they are assigned a writing work.

3. The researcher, she can improve herself in the writing clustering technique, especially in writing recount text.
4. For the school, that can rule new policy in facilitating the students to achieve good writing. It is expected that these research findings might contribute to teaching innovation of writing recount text through clustering technique.
5. For other researchers, the results of this research might be hopefully benefited for other researchers who concern on investigating the writing recount text. This research can be a theoretical overview of writing recount text by clustering of further research.