A. Background of Research

Writing is one of the important skills of a language writing is a basic language skill as important as speaking, listening and reading (Harmer, 2004: 79-80). Students need to consider a number of things in order to make the readers understand what have written. Through writing, students can express their thoughts or ideas in written form.

By writing, someone can explore whatever they have in our mind. Someone can share their experiences and their feeling with others. Writing is a complex process that allows a writer to explore thought and idea, and make them visible and concrete. Indonesian students generally perceive that writing is the difficult especially in composing their thoughts and ideas in their writing. They are confused how to begin with writing. Most students just write unsystematically without thinking about coherence, grammar, diction, etc.

Writing needs special attention, because it needs more knowledge about many parts of language elements and needs many writing processes. As a result students must be master all writing element such as content, organization, vocabulary, grammar, and mechanic. It means that writing can help someone to
make their ideas come out clearly. By realizing the writing elements, someone’s mind will be stimulated to make their idea be understood by others easily.

Nunan (2003: 88) said that writing is the mental of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. It is important to note that writing is a “process”, not a “product”, because writing is a process so it needs long time to mastery writing skill.

A fact shows that the students still consider that English is a difficult subject. Consequently, they have difficulty in understanding the material, especially in expressing their ideas in a written form. Most of students have some problems in writing. Msanjila (2005: 15), conducted a research which showed the problems of writing problem namely; capitalization and punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem and gramatical errors. These facts are supported by Alwasilah (2001) who states that writing is considered as the most difficult skill to acquire, because of it to mastery writing skill is important for the students. He also states that writing is a skill; like other skill, it can be learnt, and like most skill it is not inborn.

Due to the reason above, the teachers have to find a good solution and make the students interested in writing English. In senior high school several ways have been done to develop English teaching and learning processes, especially developing quality in teaching writing, one of them is modifying the
technique of teaching in order to improve student’s ability in learning writing. The technique that we used does not make the students bored, but it makes learning activity more interesting.

There are many techniques to increase the students competence in teaching writing. In this research, clustering technique is a new technique that is one of the kind pre-writing activities to enhance our creativity in generating and organizing the students’ ideas using lines and circle to indicate relationship. Clustering technique, developed by Gabrielle Luser Rico (2010), has a function to improve writing skills and to facilitate thinking in classroom settings. Clustering is especially an effective tool for the prewriting stage of the writing process. It is a generative, open-ended, visual structuring of ideas or thought to begin some writing. The students need a technique which can help students in getting ideas, collecting some thought, and facilitating students to write and support their interest and work.

From the description that clustering technique which is possible to enhance students’ writing, the writer will reveal the effectiveness of cluster technique, entitled “Teaching Descriptive Text Writing to Students by Using Clustering Technique Tenth Grades Student of SMA Muhammadiyah 1 Yogyakarta in Academic Years 2013/2014”
B. Reason for Choosing the Topic

There was a reason why the writer chosen the topic; clustering technique offers a help to the students to design what is going to be written by clustering and mapping words or phrases; it will help the students to develop the ideas and makes the students easily to master of writing.

C. Problem of research

The problem of this research stated by the question:

“Is cluster technique effective to teach students writing in descriptive text at the tenth grade students of SMA Muhammadiyah 1 Yogyakarta in Academic Years 2013/2014?”

D. The aims of Research

The aim of the research is to find out whether clustering technique is Effective in Teaching Writing of Descriptive Text at the Tenth Grade Students of Senior High School in Yogyakarta.

E. The Scope of the Research

This research was focused on Descriptive Text. To limit the scope, this research was focused on describing place, describing people and describing thing.
Therefore, the writer was focused on using clustering technique in teaching those three types of descriptive text above.

F. Clarification of Key Terms

The title of this research is “Teaching Descriptive Text Writing to Students by Using Clustering Technique for Tenth Grades Student of SMA Muhammadiyah 1 Yogyakarta in Academic years 2013/2014”. To make the readers understand better about the terms in the title of this research, the clarification of key terms as follows:

1. Teaching

   Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study on something, providing with knowledge, causing to know or understand (Brown, 2000:7).

2. Writing

   Tarigan (1994: 3) Writing is a language skill which is used to communicate indirectly, not face to face directly.

3. Cluster Technique

   According to Rico (2010:1) clustering is a generative, open-ended, non-linear, visual structuring of ideas, events, and feelings. It is way mapping an interior mind. It is as inception to emerge ideas.
4. Descriptive text

Mulyasa (2003: 25) descriptive text means the text to describe what things are as they are, or what things do as they do. The purpose of descriptive text is to describe someone, place, things and so on.

G. Contribution of Research

Hopefully this research will have a great contribution to optimize the English teaching and learning process, especially in learning writing descriptive text. The result of the study is expected to bring some significance and contribution in teaching and learning English as follows:

1. For Researcher
   It can give an experience in teaching writing by using clustering technique which is appropriate and effective in teaching writing skill.

2. For students
   It can give input to improve their ability and competence in writing skill.
   The students will also learn how to write easily by using clustering technique.

3. For teachers
   The result of this research is expected to be useful for the teachers. The teacher can use this technique in teaching writing.
4. For reader

For the reader especially students in English Department University of Muhammadiyah Purwokerto writers hopes this research will give information about the technique in teaching writing English.