

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the important foreign languages in Indonesia. Indonesian students learn English as a foreign language because it becomes a subject. Harmer (2007:19) explained that “EFL described situations where students were learning English in order to use it with any other English speaker in the world” in this case students know well about the sentence patterns and diction and they should be implemented in four skills, such as listening, speaking, reading, and writing.

As stated before, the EFL students should learn four basic language skills. As we know, the language skills are divided into two, they are receptive skills (listening and reading) and productive skills (speaking and writing). Among those skills, the most difficult skill is writing. According to Masiello (1986:1), “ Writing is hard work, or one student explains, ‘for me, writing is like running or exercise. The reason that says this is because both of these activities take a lot of effort’. Writing is not only about grammar and vocabularies, it requires background knowledge, vocabulary, grammar, spelling, punctuation, coherence, etc. So, from those requirements that make writing is a complicating activity. Based on Horn (1977:5) ”Writing refers to

the process and product might be a hard task to do, many people find easy to speak but hard to write down things on the paper”. Sometimes, it can be frustrating for the students to write down their ideas because what they write usually not what they think actually, means that they can not organize what they really want to write, it makes writing becomes an activity that should be avoided.

The problems above also happened to the students of SMK N 1 Banyumas especially X TKI 1. Based on pre-observation result, the students had low motivation in joining the class. It could be happened because the activities were done in an old fashioned way. In addition, they got difficulty in expressing their ideas in writing, especially in recount text. Furthermore, they also have a limited vocabulary, so they could not develop their ideas well.

To solve the problems above, the students will use clustering technique. Clustering is one way to organize the ideas. It is kind of prewriting activity that enrich the students’ ideas and concept as many as possible to the topic given before they start to write. Oshima and Hogue (2008: 269) state “ Clustering is another brain storming activity which can be used to generate ideas. To use this technique, first, write topic in the center of the paper and draw a “balloon” around it.” Moreover, clustering technique can construct relations between students’ experience and new information. Thus, the technique helps the students to motivate and to write easier so they can feel interested in writing activity.

B. Reason for Choosing the Topic

The following reasons for choosing the topic:

1. Writing is one of the four language skills which is needed to be developed for students.
2. The students always feel difficult to organize and to develop their ideas in writing recount text, so by using clustering it will help the organize their ideas in correct order.
3. The students are always interested in using new technique. So clustering is one of the tehcnique which can improve the students' writing recount text.

C. Statement of the Problem

Through this study, the writer wants to find out the answer of the following problem:

How can writing skills of recount text for the tenth grade of TKI 1 students of SMK N 1 Banyumas in the academic year of 2015/2016 be improved by using clustering technique.

D. Objectives of the Study

The objectives of the study can be stated as follows:

To improve the students' skills in writing recount text by using clustering technique of tenth grade of TKI 1 students in SMK N 1 Banyumas in the academic year of 2015/2016.

E. Contribution Of The Study

When the study has been finished, it is expected to give some benefits as follows:

1. For the teachers

The teachers can implement this technique as an alternative to solve the problems related to teaching writing recount text.

2. For the students

The students can get new experience about effective method for writing recount text and the students will consider that using clustering can improve their writing skill especially in recount text.

3. For the readers

The readers can improve their English learning process in writing, and hopefully it can be beneficial for them to do further research.

4. For the writer

This study can add experience and increase writer's knowledge in the strategy to improve students' mastery of writing recount text, beside fulfill of the degree of Bachelor of Education.

F. Definition Of The Key Terms

The definitions are listed to make the topic easy to understand.

1. Clustering

Clustering is another brainstorming activity which can be used to generate ideas by drawing a balloon (Oshima and Hogue, 2006:269).

2. Recount text

Recount text is piece of text retells past events, usually in the order in which they happened and it has the purpose to give audience what it occurred. (Mark and Kathy Anderson, 2003:48).

3. SMK N 1 Banyumas

SMK N 1 Banyumas is vocational school in Banyumas, it is the institution which was conducted the research by the writer.

