

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of skills in English that is difficult. It needs product to know the people master on it or not. Some people do not like writing because there are a lot of aspects in writing that must be learned, such as grammar, vocabulary, fluency, and mechanic (Hughes : 1989: 91-93). Furthermore teaching writing is difficult for the teacher so they just give some bored treatment to teach writing. This is one of causes why students do not like writing.

Another problem comes from the students in which students in EFL environment, they are lack of vocabulary, mechanic, and almost students feel difficult to find the idea. Besides that, not only about the aspect, but the steps also. Hoshima and Hogue (1997: 2) said that writing is never a one-step action; it is a process that has several steps. In other word, writing has more than one step. The steps in writing process are prewriting, planning, writing and revising draft, and writing the final copy to hand in. A good writing is done from a set of rules and principles. In prewriting, there are two steps: choosing and narrowing and brainstorming. They don't know what to do when they want to write and how to write their idea into written form.

That is the evidence why the idea is the most common problem for students in Indonesia. The writer find that idea is the basic problem for teaching writing in EFL environment. Last year, when the researcher did the teaching practice in one of junior high school in Purwokerto, the reasercher found itdifficult to get ideas when the students wanted to write something.

Besides that, some students in EFL environment just focus in their grammar and mechanic. This problem doesn't come only from the students but teacher also, because the teacher always check student's grammalitical than the story. The teacher rarely pays attentionin their content of the story. Whereas the content is important also to make student to be good writer and the readers can understand well about the story.

To solve some problems above, the teacher has to use some techinques to create an effective teaching writing practice. There are a lot of techniques that we can use, but the writer choose Clustering techique to make students interestedin that skill. The techiquenot only gives the easy way for the students but stimulus also. According to Cambridge Dictionary, the meaning of cluster is a group of similar things growing or held together, or a group of people or things that are close together. Based on the meaning, clustering technique is a way to make grouping some words that have close perceptive to generete the idea.

Clustering technique is one of the ways of note making. In the steps note making includes in brainstorming activity. There are three techniques in

brainstorming:listing, free writing,and clustering.Hoshima and Hogue (1999: 8) state that clustering technique is another brainstorming activity that the students can use to generate ideas. Ismatul Maulana (2010) stated in her thesis that clustering technique can motivate the students to write and to stimulus their ideas, also they can build the connections and establish the associations between the students experiences and the new information. Clustering produces an overview of a subject, suggests specific topics, and yields related details (Betty: 2003). From those expert arguments the writer hope this technique can solve those problems.

The clustering technique can be used all of the texts but in this research uses narrative text for the material. The writer uses the text because narrative is the common text for the students besides descriptive text and in the second semester narrative is used in the syllabus, based on this consideration narrative is chosen by the writer.

Dealing with the study, the writer wants to know the effect of clustering technique is very helpful technique and makes students able to share their ideas in written form especially in narrative text. To elaborate the idea, the writer put it down in a research entitled “The Use of Clustering Technique in Teaching Writing (An Experimental Study of 8 Grade Students Junior High School)”.

B. Reasons for Choosing the Topic

There is 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 states that mapping words or phrases will help the students to develop the ideas and makes the students easily to master writing.

C. Problem of the Research

Based on the background of the study, the problem of the research could be formulated as follow : “Is the clustering technique effective to teach writing for Junior High School students?”

D. Clarification of the Key Terms

To understand the topic more easily the terms of the research are clarified as :

1. Writing

According to Nunan (2003: 88) said that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

2. Clustering Technique

Nordquist (2010: 1) states that clustering is an discovery strategy in which the writer groups ideas in a nonlinear fashion, using lines and circles to indicate relationships.

E. Aims of the Research

1. To find out whether or not clustering technique is effective to teach writing skill for Junior High School students.
2. To tell the readers how to use clustering technique in teaching learning process.

F. Contribution of the Research

The contributions of research is given for the following people:

1. For English Teacher

The researcher hopes this thesis can be valuable information for the teacher when they teach english in the class and make the material especially in writing become more easy to be taught. Moreover teacher can understand well how to use the clustering technique.

2. For Students

In this thesis, the researcher hopes that Clustering technique can be beneficial tools for the students when the students want to write something. The students can generate their idea to be written form and make their writing better than if they can not use the cluster.

3. For Other Researcher

Since this thesis gives a lot information about clustering technique so the the researcher hopes it can be precious information and references for the others. Then, for other researcher can conduct the better thesis or article than this thesis.