

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In good writing, the students have to know some of the rules and systematic parts of writing. Writing needs the mastery of several abilities. It includes: language use or grammar, punctuation, capitalization, spelling, and the direction of correct vocabulary in composing ideas, Andriyani (2017: 2). In addition to having qualified skills, writing must also notice important parts, including content, organization, vocabulary, grammar, and mechanical skills, Brown (2004). It can be explained one by one that in good content should make the reader interested in reading the entire text which contains the development of each main idea. The organization in a descriptive text must be arranged systematically and can make it easy for the reader to understand. Vocabulary selection must also be precise so as not to cause translation errors by the reader. The use of grammar must also be appropriate, including the use of prepositions, modals, verb forms, tenses, etc. Mechanical skills must also be considered including spelling, punctuation, and capitalization so that writing can look neat and interesting to read. To make good writing skills based on their ability they need to explore and discover ideas as they write, Hyland (2009: 80). And to produce good writing, the writers need several complex steps such as brainstorming, prewriting, drafting, and editin, Markel (1988: 3). So, good

writing is able to be communicated to the public and can be understood by recipients of information well. The writers should be guided by the rules of correct writing, which must consist of several things that must be added in a writing, and also follow the complex steps in sequence.

However, based on observations of the tenth graders of SMK N Kebonagung, there were found many shortcomings in understanding and applying writing activities. First, some of the students were still lacking in the most basic things in writing, such as: (1) difficulty of writing the content. Contents is the main aspect of writing. Whether the writing is interesting or not is usually seen from the content. The writers must make as good and interesting content to attract the readers; (2) organization or how students arrange the text. It is the further step in arranging the ideas found in the prewriting process result that can be done in the forms of deciding the main idea and its supporting ideas, the writer starts writing with the main idea and then makes branches to point the supporting ideas; (3) grammar is the rules of language. Grammar is a system of meaningful structures and patterns that contain writing rules and are governed by certain pragmatic constraints, Larsen-freeman (2001). Grammar mastery is the capacity to understand how sentences are constructed and to construct sentences in a meaningful and accurate manner, (Puspitasari & Kurniawan, 2017). The components of grammar are nouns, be, sentence, adjective, verb, pronoun, tenses, determiner, adverb, and preposition; (4) vocabulary is a list of words arranged in alphabetical order with

definitions, Alizadeh (2016). It is an important aspect of writing. With a lot of vocabulary mastery, it will make it easier for writers to express ideas and write the next words. They also didn't feel confused about what they wanted to write; (5) mechanical skills in writing is about capitalization, spelling, and punctuation. In writing a text, the writers have to pay attention to these aspects. With correct capitalization, spelling, and punctuation it will make the readers read the text and understand its meaning. Besides, they were still confused about how to start to write something or make content and organize it. So, their minds are still mixed up, or even they had not been able to express ideas in a writing. Second, the learners had a low vocabulary, grammar, and also their mechanical skills. Last, based on the researcher's mind the teacher hadn't used the clustering technique in the class before.

It can help the teacher's reference to teach writing especially in descriptive text and also make the students improve their skill in writing. By using the clustering technique, it is expected that the students to be able to write their ideas into a word and then explain it in the form of a descriptive paragraph. This technique is believe to make students easier to express their ideas and arrange a good descriptive text when they learn English at school. So, the researcher argued that the clustering technique positively impacts students' writing skills in descriptive text.

According to Cooper (2005: 461) clustering works as follows:

(1) write ideas in the form of words or phrases in the center of the paper

and then circle or mark. this procedure can develop the students' vocabulary and grammar mastery; (2) write down the main idea of the topic in the form of words or phrases then put a circle or another mark and connect it with the first word in the middle of the paper. here the students can develop their ability to organize text and start connecting the main ideas for content.; (3) generate facts, details, examples, or ideas related to the main part of this topic in any way. Group these around the main sections and develop them into paragraphs based on each idea that has been written down and linked. The last procedure can develop the students' mechanical skills, organizing, and developing the content to be coherent paragraphs.

By applying this technique, will help the students organize their ideas before they develop into paragraphs of descriptive writing. This one of the special activities that are very important for the teaching and learning process in the classroom where the method is implemented or realized consistently and in harmony with the approach to achieving goals (Angraini, 2020). Clustering will make it easier for students to determine the initial concept of writing according to the theme in a short time, so they can add more ideas to their writing. After the initial concept was found, it will be easier for students to develop the concept into descriptive paragraphs. This way it was easier for them to achieve the ideal writing criteria, for example they can develop their ideas to make good content and then arranges them into a coherent paragraph. This technique can also

improve their writing skill because in an easier way they were expected to be motivated to learn to write more often with this.

With reference to the research, there had been preceding researcher in the use of clustering technique to improve students' writing skills had been conducted by another researcher. Those are Widyawati (2018) the 3rd semester students of Indraprasta University, totaling 30 people. This research used a quantitative experiment method. In this study, the students used test analysis with they made a descriptive text. After analyzing the data, the results of the tests that were applied to students using the clustering technique showed that the mean of students' ability in writing description text for the experiment class which is implemented clustering technique is higher than control class which is implemented conventional technique. It proved that the students' ability in writing description text which use clustering technique is better than using conventional technique. Another research had been conducted by Della et.al (2020) at seventh-grade students of SMPN 11 Cimahi in the academic year of 2018 – 2019. This research used Classroom Action Research. This research used qualitative and quantitative methods. As the result by implementing clustering technique in teaching writing descriptive text can improve student's writing skills in descriptive text. From those research, it can be concluded that the clustering technique can provide a good influence in improving students' writing descriptive text skills. So, the clustering technique is effective to improve writing skills.(Hanafiawi et al.,

2020)(Hanafiawi et al., 2020)(Hanafiawi et al., 2020)(Hanafiawi et al., 2020)

Based on the problems above, the researcher believes that the clustering technique will become a solution and be able to improve the students' writing skills especially in writing descriptive text. So, the researcher conducted this research entitled "The Use of Clustering Technique to Improve Students' Achievement in Writing Descriptive Text to tenth graders of SMK Negeri Kebonagung Pacitan in the Academic Year of 2022/2023"

## **B. Identification of the Problem**

According to the background of the study, the researcher identified their problems in writing especially descriptive text. Some of the students were still lacking in the most basic things in writing, such as: (1) mastery of writing the content; (2) organization or how students arrange the text; (3) grammar mastery; (4) vocabulary mastery; and (5) mechanical skills in writing is about capitalization, spelling, and punctuation. Besides that, they also found difficult to express ideas in written form. So they need a technique that can make them easier to express their ideas and then organize into descriptive paragraphs. For this reason, the researcher will apply clustering technique to fix students' problems in writing.

## **C. Limitation of the Study**

Based on the problems above, the researcher makes limitations to get an in-depth investigation. This study limited to investigate the use of clustering technique to improve students' achievement in writing descriptive text to tenth graders of SMK Negeri Kebonagung Pacitan in the academic year of 2022/2023. It also investigates the students' responses toward the use of clustering technique in writing descriptive text.

#### **D. Statement of the Problems**

Based on the limitation of the study, the statements of the problem are:

1. How is the clustering technique can improve students' writing skills in descriptive text to the tenth graders of SMK Negeri Kebonagung Pacitan in the academic year of 2022/2023?
2. How are the students' responses toward clustering technique implementation to the tenth graders of SMK Negeri Kebonagung Pacitan in the academic year of 2022/2023?

#### **E. Objectives of the Study**

1. To determine the clustering technique can improve students' writing skill in descriptive text to tenth graders of SMK Negeri Kebonagung Pacitan in the academic year of 2022/2023.
2. To describe students' responses toward clustering technique implementation at writing skill in descriptive text for the tenth graders

of SMK Negeri Kebonagung Pacitan in the academic year of 2022/2023.

## **F. Significances of the Study**

### **1. Theoretically**

This research provides the information and knowledge needed to solve problems in education especially in writing descriptive text by using the clustering technique. So, this research is useful in developing teaching and learning process, the interests of science, as well as a reference for researchers who want to conducting similar research.

### **2. Practically**

#### **a. Teachers**

For the teachers, the results of this research are useful as a reference for teaching English specially to improve writing skills for students. In addition, it can be used as an alternative teaching strategy for teaching-learning process.

#### **b. Students**

This research is also given a good impact for the students such as: making the students feel confident to write their idea and arrange a descriptive text, they become more enthusiastic in the learning process in class, and, they feel motivated to study English.

#### **c. School**



This research is can be applied in the school to improve teaching techniques, especially in teaching writing.

d. Institution

This research can be a new collection at the institution, it is useful to increase knowledge about the latest issues for readers. Not only that, it can also be used as a reference for students who want to conduct research or they want applied this technique in teaching-learning activity.

