

CHAPTER I

INTRODUCTION

A. THE BACHGROUND OF STUDY

As we know, the term language has many meanings in everyday usage. People speak of body language, the language of love, and the language of bees to name a few about the only thing the expression have in common is that each has something to do with communication. Language, too, is a communication system, but it has special characteristics that set it apart from the above examples and many more.

Language is a communication system. A dictionary tells us that a system is a set of interconnected things or parts. A communication system is one in which the parts are specialized for the transmission of information.¹ Undoubtfully, language is needed to interact one to another.

Nowadays, the most language used widely is English language. People surround the world who use English as Lingua Franca is bigger than another languages, such as; French, Latin, Spanish, Chinese or Arabic. English has become an internasional language. There are many aspects that can not be separated from English language, moreover; English domination takes technology, social-culture, economy, education, art, science, ideology, research, information, etc. By mastering English we enchance and enrich many aspects. In many countries English is used as a first language, a second language or a foreign language.

English is consinting of four skills that should be learnt, they are listening, speaking, reading and writing. Although the actional competences consist of listening, speaking, reading and writing but the writer is mainly focused on writing skill.

¹ Alan Paivio and Ian Begg, *Psychology of Language*, (New Jersey: Prentice Hall., Inc., 1981), p. 15.

Writing is one of the four skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in indonesia.

The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to writw as much as possible. The result is although the students get the teaching writing. But they only master the theory, proposition, or the principle how to write.

Descriptive writing is part of many other types of writing. You might use description to report on a scientific experiment, explain a history event, or discuss a painting, story or movie. later in life, you might have to describe yourself in a college essay or job application ; tell about a product you're trying to sell, write a progress report; or provide a job description.² Consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing descriptive text, the students often find some difficulties. The students usually feel difficult to organize their ideas.

There are many problems in writing text, such as; grammar problem, the organization of the writing, the content of the text, vocabularies, and about spelling. To solve these problem, it needs the creativity of teachers to use the suitable technique in teaching writing of descriptive text. There are a lot of techniques and

² Ingram, *Writing and Grammar*, (New Jersey: Prentice Hall, Inc., 2001), p. 98.

methods in teaching-learning process that can motivate the students and the teacher to get the English teaching effectively.

Technique is implementation that which actually takes place in classroom. It is a particular trick, stragem, or contrivance used to accomplish an immediate objective. To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term “Clustering Technique”. Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay.

Clustering is technique also known as *diagramming or mapping*, is another strategy that can be used to generate material for a paragraph. This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to you.³ Moreover, the clustering technique can motivate the students to write and stimulus their ideas. Beside that, this technique will help the students to organize their thinking before they develop in a paragraph.

But based on my observation, i found that most of the student at SMA Cerdas Murni Tembung still have low ability in writing descriptive text. it is probably happened because they haven't understood about the rules of writing descriptive text, how to describe persons, places and things in English writing, lack of vocabulary, or they can't differ the descriptive text with other text. Beside that, the teacher uses the old technique in teaching descriptive text which makes the students felt bored and difficult to understand the material when teaching-learning process conducted.

³ John Langan, *English Skill with Readings*, (New York: McGraw-Hill Companies, inc, 7th edition,), p. 23.

Therefore, the teacher needs to be more creative in teaching, including the use of technique.

So, to solve this problem it's better to use another technique: Clustering Technique. I hoped that by using this technique the student's ability in writing descriptive text can be increased. That's why the writer want to conduct a research with a title **“The Implementation of Clustering Technique to Improve The Student's Ability In Writing Descriptive Text at The First Year Students of SMA Cerdas Murni Tembung in Academic Year 2014/2015.”**

B. THE IDENTIFICATIONS OF STUDY

Based on the background of the study stated above, that problems can be identified as follows:

1. The students' problem in writing descriptive text.
2. The problem of methods that suitable to use in teaching descriptive text.
3. The improvement of the students' ability in writing descriptive text by implementing Clustering technique.

C. THE FORMULATIONS OF STUDY

The formulation of the problems of the study can be stated as follows:

1. How is the students' ability in writing descriptive text?
2. How is the implementation of Clustering technique in writing descriptive text?
3. Can the students' ability in writing descriptive text be improved by implementing Clustering technique?

D. THE OBJECTIVES OF STUDY

The objectives of this study are:

1. To see the students' ability in writing descriptive text.
2. To see the implementation of Clustering technique in writing descriptive text.
3. To see the improvement of the students' ability in writing descriptive text by implementing Clustering technique.

E. The SIGNIFICANCES OF STUDY

The results of this study are useful for:

Theorytical Function:

- To improve the knowledge especially in descriptive text.

Practical Functions:

- The Principals : To make a good concept of an instructional.
- The teachers : To make a good map concept of instructional and to increase the creativity to present the material in the learning process.
- The students : To motivate themselves in learning especially in writing descriptive text.
- The researchers : As a comparison to study the same topic deeply.

F. INDICATORS OF ACTION

Indicator of action is some criteria that used to find out how successful the activities of classroom action research in increasing the quality of teaching learning process. Indicator of action should be realistic and can be measured.

1. Observation : observation sheet. The students being active and enthusiastic during teaching learning process by implementing Clustering Technique.
2. Interview : Interview list. At least 85% students motivation in learning English especially in writing descriptive text is improved by implementing Clustering Technique.
3. Questionnaire : There is a significant improvement of the the students' liking of writing descriptive text after implementing Clustering Technique in teaching learning process.
4. Test : The average of the students' test result. At least 85% students result in mastering descriptive text is increased by implementing Clustering Technique.