

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the research background. This section includes research background, research questions, research objectives, research significance, research limitations and terminology.

A. Research Background

In English, there are four skills that students should master, they are: listening, speaking, reading and writing. Writing is one of the skills that students create by producing the sentences, through the process of generating idea, building students word or sentence, and importing the meaning. This means that writing is a really important tool for man, it is used for written communication. Writing is not only written communication, but also a way of expressing thought, opinion, experience and knowledge in written language. On the other hand, writing was a really important skill in daily life, because it conveyed thoughts, opinions, experiences and information. Writing is one of the most important language skills in English.

Writing is a communication tool used to express thoughts, opinions, experiences, and knowledge. Writing also helps to describe a person, animal, or object through description. However, in students at SMPN 5 Kalis, researcher found that students had difficulty in understanding the structure and identifying parts of descriptive text. Descriptive text are text that explain or describe objects, locations, history, the meaning of names, or general

statements about objects. Students also have difficulty in determining ideas, need to improve vocabulary, and need to be improved in creating the right sentence structure for descriptive texts. Mastering writing skills is very important because it helps students in conveying thoughts, opinions, experiences, and information effectively. In teaching, emphasis needs to be placed on understanding the structure of descriptive text and the ability to identify relevant passages.

Based on the results of observation, the researcher found that students' learning participation and writing ability need to be improved. SMPN 5 Kalis has implemented the Kurikulum Merdeka which emphasizes students' writing ability, in writing activities students involved in developing idea, creating a paragraph or text, and mastering vocabulary. It has an impact on the achievement of learning objectives that are not maximized and student learning outcomes that are less than satisfactory. Therefore, there needs to be an effort to increase students' learning motivation and to develop students' ability to write descriptive text.

Writing performance is learning that focuses on the techniques used at that time so that the learning objectives to be achieved can be successful, namely the descriptive text learning objectives as a result, the researcher decided to apply a technique known as clustering, specifically to boost the learning process when students are producing descriptive text. Clustering technique is one of the most effective ways to make learning activities more engaging and to boost students' learning abilities because it is done in a fun

way. Clustering technique is a writing approach in which students are required to draw a circle in the center of a blank piece of paper and write the topic inside. Then, this strategy uses boxes, lines, and arrows to help students link their concepts. This strategy is very useful for students to inspire and produce their ideas in writing descriptive texts.

Writing is one of the requirements for students to be able to fulfill the flow of learning outcomes in school and which has been recommended by the curriculum, therefore the researcher concluded that the clustering technique is very effective in writing texts, especially in descriptive text because this technique can help students in developing ideas, increase understanding of the topic and make it easier to think about clustering technique is the activity of finding ideas or ideas to develop the idea itself. This technique is done by connecting between words or phrases freely and each relationship between the words or phrases connected by lines using several diagrams such as spider diagrams, tree diagrams, venn diagrams, thematic diagrams and story map diagrams.

Based on these problems, the research would like to propose a strategy known as clustering technique, to improved students participation and writing performance at SMPN 5 Kalis. These problems appear caused by the method or technique in teaching writing the teacher only provided explanations and exercises. This makes students less aware of the material, less interested in writing, and less focused on learning in class. To help students solve this problem, teachers need other more interesting techniques in teaching writing.

Based on the problems discussed previously , the researcher takes the title of the research "The Use Of Clustering Technique In Teaching Descriptive Text To Improve Students' Writing Performance At SMPN 5 Kalis".

B. Research Questions

Based on the research background above the researcher formulated some research question as follow :

1. What is the effect of clustering technique on students' learning participation in writing descriptive text?
2. How can clustering technique improve students' ability in writing descriptive text?

C. Research Purpose

1. To describe tthe effect of students' learning participation in writing descriptive text by using clustering technique.
2. To see the development of students' abilities in writing descriptive text.

D. Research Significances

The results of this research are expected to provide benefits to several parties, such as:

1. Theoretically Benefits

This research theoretically can be one of valuable references especially in writing or for those who are interested in teaching or learning writing.

3. Other researchers

The results of this research are useful for other researchers who are interested in carrying out the same techniques in this research with a different focus. This research is also useful for other researcher who are interested in teaching English in junior high schools, other researcher can get useful information from the results of this research and can help guide them for further research on different focuses. This research is expected to provide information, models, or references to be developed for further research, researcher also hope that other researcher can evaluate or modify this research and write further research for other purposes.

E. Limitation Of The Research

This research addressed the problems that students faced when writing descriptive text, as explained in the background section. In this research, the researcher focused more on improving students' ability to write descriptive text and created easy and interesting learning by using clustering techniques that were taught in class VIII of SMPN 5 Kalis with a total of 23 students.

F. Terminology

In order to avoid the reader's understanding in reading this thesis, the researcher provides some terminology as follows:

1. Writing Skill

Writing skill is the ability to express ideas, opinions and feelings

to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.

2. Descriptive Text

A text that explains or describes a person, animal or object in terms of characteristics, quantity and so on, descriptive texts are characterized by the use of simple verb forms and focus on one particular object. The object is then then discussed in more detail in the descriptive text. In this case the researcher asked students to describe descriptive text, namely describing animal on solving problems in writing students in SMPN 5 Kalis.

3. Clustering Technique

Clustering is a strategy for connecting one thought to another by drawing lines and grouping ideas from general to more detailed while focusing concepts. These thoughts should be grouped accordingly. Clustering technique are classified into five types: spider diagrams, diagram trees, Venn diagrams, thematic diagrams, and map diagram stories.

4. Writing Performance

Writing Performance is the way to know how the students perform their writing. To set the stage for discussing why outlines and rough drafts might influence writing performance, it begins with definitions of key terms related to the process and product of writing.