Chapter One

Introduction

Background

Writing, the form of written text, is to communicate idea that will eventually extract the ideas and the meaning. Murcia (2000) states that writing is productive language skill which permits a language user to express idea and to communicate them to the others. It can help the language users to have a good interaction with society like business, education.

Writing seems to be the most difficult skill that the language users have to learn. According to Hadfield (2008) the difficulty of writing is on how to organize and sequence the ideas that need correct grammar. Kern (2000) supports this statement. He states that in writing, writer has to elaborate and systemize their expression by providing the appropriate contextualization, coherence, and structure to give the meaning for the reader. It can be concluded that writing does not only require meaning but also those aspects. All of those aspects must be used in writing. If there is one or some aspects useless, the composition of writing will be not good and the meaning will be not extended to the reader well.

In addition, writing consists of a complex process. Kern (2000) mentions that writing process consists of planning, drafting, revising, and editing. Meanwhile Brown (2001) mentions that prewriting, drafting, revising, and editing are the processes of writing. Those processes should be done structurally by the students. They also need knowledge and creativity to make a good writing. Besides the process, writing is often influenced by the constraint of genre, and

then it has to be present in learning activities (Harmer 2004). Genre of the 2013 curriculum is focused on several types. One of them is descriptive text.

Descriptive Text is a kind of text with a purpose to give information on descriptive text. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It is used to describe a particular person, place, or thing. (Gerot & Wignell: 1994). Gerot & Wignel states that description, one of generic structures of descriptive text, describes the phenomenon in parts, qualities, or/and characteristics. So, to compose the text understandable, elaboration of the description is needed. Giving description, then generate the idea is not easy to do. Harmer (2004) states that most writers need more time to generate ideas and also to plan that they are going to write. They need to have necessary information to complete the task effectively. It means that they need to understand clearly what they are writing about, who writers what, and how the writing sequence is going to process.

Wisudha Karya vocational high school *Kudus* is one of schools that applies 2013 curriculum. I did preliminary research at the school. I observed the teaching learning of the tenth grade. Because I found those problem in a tenth grade student in writing descriptive text with structure, limited vocabulary and generate idea. I also did the informal observation by interviewing the teacher about writing ability of the students. I found some problems in conveying the English materials in the tenth grade. The writing ability of many students in the tenth grade is not good enough. Based on the achievement writing descriptive text; besides structure and limited vocabulary, the students also feel faced to

generate information. Most of them just write the point of description without explaining it whereas description is the part of generic structure of descriptive text. So that the social function of the text cannot be reached.

Based on the interview, the teacher used guiding question in teaching writing. The teacher asked some questions to stimulate the students in gathering information about a topic using journalism question or 5W1H. In fact, the students still got difficulties in conveying and generating the information. To solve those problems, the teacher could use technique that is appropriate to the teaching material. Previously, difficulties of gathering and generating the information can obstruct the process of writing. Clustering technique can be a solution for the problems above.

Clustering is one of the ways in pre-writing. Palmer (1994) states that clustering can be used to create visual representation to help writers generate, expand, and organize ideas. In addition, Chesla (2006) explains that clustering is a simple process best for exploring topic that can allow me to investigate the relationship between many ideas. It presents an opportunity for developing student's idea to write a description easily and effectively. It can build motivation and interest with the circle and lines that can help them to make a text. So, I think that clustering is an appropriate way to develop the ability of writing descriptive text for the students.

I am certain that the use of clustering gives impact on writing descriptive text ability of the students. It is based on previous study that was conducted by Devi (2007). The previous study, which was set at a senior high school, had

purpose to know the students' ability in ideas for writing analytical expositions by using clustering technique. The finding of her study showed that the students' participation increased, and it was followed by the improvement of the students' achievement in writing. From the previous study successfully conducted and the theory of prewriting activity and the text of descriptive, I experiment the clustering technique to teach descriptive writing to solve the problem of students.

Based on the description above, I am interested in conducting a research entitled the Use of Clustering Tehnique to teach to the tenth grade students of *SMK Wisudha Karya Kudus* in Academic Year 2015/2016.

Statements of the Problem

The problems discussed in this study are, first, to what extent is the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 taught by using guiding question? Second, to what extent is the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 taught by using clustering? Third, is there a significant difference between the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 taught by using clustering and using guiding question?

Purposes of the Study

This study aims at, first, to find out the extent is the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 who are taught by using guiding question. Second, to find out the extent of the ability in writing descriptive text of the tenth grade

students of *SMK Wisudha Karya* in academic year 2015/2016 who are taught by using clustering. Third, to find out whether there is a significant difference between the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 who are taught by using clustering and using guiding question.

Significances of the Study

The result of the study can hopefully be the input for:

The researcher. This research gives description of the technique to teach writing effectively.

Teachers. This research gives other way to teach text type especially descriptive text by using clustering because it can be used to explain effectively.

Students. They can be more interested and more motivated to write English text because they have been trained how to write easily. They are also able to implement the strategies of writing by using clustering to improve their writing skill.

Limitation of the Study

From the problems identification above, there are some problems that need to be discussed, especially the use of clustering to develop the students' ability in writing descriptive text. However, in this research, I want to find out whether there is a significant difference between the ability in writing descriptive text of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 who are taught by using guiding question using clustering.

The subject of this research is the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016.

Definitions of the Term:

Teaching writing. Teaching writing is the process of activity in transferring knowledge in English between teacher and students of the tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 in order that the students are able to express ideas in written form.

Clustering. Clustering is one of prewriting techniques that is presented visually.

Descriptive text. Descriptive text is a text type that used to describe a particular person, place, or thing (Gerot & Wignel: 1994)

Tenth grade students. Tenth grade students of *SMK Wisudha Karya Kudus* in academic year 2015/2016 are the students who are studying in *SMK Wisudha Karya Kudus*.