

CHAPTER I

INTRODUCTION

A. Background of The Problem

Since English has been declared as International language, our government states English as one of the core curriculum that must be taught from elementary school up to university levels. Therefore, the purpose of teaching English is to provide the students with the knowledge of that language. Then, as an international language that plays an important role in globalization era, English is expected to be acquired.

In learning English as a foreign language, there are four basic skills that have to be achieved, namely: listening and reading as receptive skills, and speaking and writing as productive skills. Writing is essential to be required by the learners since this skill is a form of thinking. It means the learners will express their own ideas to other people through writing process.

Based on curriculum 2006, the purpose of teaching English is to develop students' ability in term of the four skills (listening, speaking, reading and writing) . Based on the competence English of curriculum 2006, the essential part in writing especially for Senior High School is that the students are able to express the meaning of the text. The goals of

teaching writing in classroom the students are hoped to use some sentences correctly from the text.

Writing is a complex skill that needs writer's ability to use appropriate vocabulary, language use and to express ideas to be written. To get a good writing, the students should have the basic knowledge in content, organizing of ideas, vocabulary, language use, and mechanic. All of them are important aspects that should be considered in order to be able to write well.

However, based on my preliminary document at Senior High School 15 Padang, there are some problems can be found, the score of student's writing is low. It can be seen from the table below :

Table1
Mean of Students' Writing achievement in SMAN 15 Padang
at Eleven Grade in Academic Year 2017/2018

Total students	Mean score of writing components					Total score	Criteria of Minimum Standard
	Cont.	Organization	Vocab	Lg	Mec.		
31	17.67	12.54	12.48	12.58	2.54	57.80	76
Ideal scores	30	20	20	25	5	100	

Source: Preliminary Research at class XI IPS 3 Senior High School 15 Padang.

The table above was assessed by using Jacob's writing criteria (1981: 90). It shows that the students' score in writing is low. The mean score of students' writing test is (57.80). In general, the students got poor on all of writing components such as content, organization, vocabulary and language use. Besides, they got fair on mechanics. Specifically, the mean score of students' content in writing is (17.67) while the perfect score is (30). The means score of students' organization is (12.54) while the perfect score is (20). The mean score of students' vocabulary is (12.48) while the perfect score is (20). The means score of students' language use (12.58) while the perfect score is (25). However, the main score of students' mechanics (2.54) while the perfect score is (5). In short, the students do not master to write well because they do not have good writing skill in presenting of five writing components that involve content, organization, vocabulary and language use and mechanics.

At Senior High School, based on syllabus of School Based Curriculum (KTSP 2006), there are eight written text types that the students should learn in Senior High School: invitation, appointment, giving intructions, compliment, narrative text procedures, Analytical exposition, Hortatory exposition text, and spoof text.

In this research, the writer focuses on Analytical exposition text. Analytical exposition text is a type of spoken and written text that is tended to explain the listener or readers that something should or should not happen or be done. The generic structures of Analytical exposition text

divided into: thesis, arguments, and re-iteration. The language features of Analytical exposition text are: use Simple Present, relational process, internal conjunction and casual conjunction.

Based on current observation. Actually, the teacher concerned more on transferring linguistics knowledge about Analytical exposition text to her students than taught them to create the text through a writing technique. The teacher only focused on explain about generic structure, language features, and social function of Analytical Exposition text. In this case, Moreover, the students tended to listen and take note of teacher's explanation rather than responded, interacted, discussed and worked together in creating the similar text. In other word, the teaching and learning process in writing tend to be teacher centered. The teacher seemed lack of designing and implementing writing technique in classroom. This condition made the students seemed lack of motivation means they were not active and enthusiastic in writing. Furthermore, they also seemed lack of vocabulary and difficulty in generating and organizing ideas on paper because they did not know what should write and how to write it and some of students were not able to classify the generic structure. Consequently, they were unable to write Analytical exposition text well that entails their means score of writing was still far from the minimum requirement criterion.

For those reason above, the writer would like to propose an alternative technique that is "Clustering Technique" Richard Bullock

(2005 : 221), clustering is way of generating and connecting ideas visually. It's useful for seeing how various ideas relate to one another and for developing subtopics. This technique an effective tools for prewriting stage of the writing process, and it will help student to develop their idea before organize into a paragraph.

Besides, Brown (2000: 348) states that process writing approaches tend to be framed in three stages of writing. They are Pre-writing, Drafting, and Revising. The Drafting and Revising stages are the core of process writing. Since Clustering technique is one of the pre-writing techniques that can help students to generate ideas in mind, but the process of writing should be framed in three stages of writing, prewriting or planning, writing and revising. Brown (2000: 348) says that drafting and revising stages are the core of process writing, so that the writer tried to modify Clustering technique peer-correction technique. Since peer-correction technique is one of revising stage of writing.

Clustering technique can be applied in teaching writing process. According curriculum 2006, the writing cycle in writing consist of four steps such as: *First*, Building knowledge of the field (BKOF), in this stage teacher build the students experiences. It is aimed to make students ready to come to new topic that will be learn. *Second*, Modeling of the text (MOT) In this stage teacher give exampale about the text, and the teacher explain about the text. *Third*, Join Contruction of the Text (JCOT) in this stage , the teacher introduces Clustering technique to the students based on

the example of the text that has given, after do the Clustering the teacher organize students into pair, intruduce peer correction to the students and ask the students to change their paper with their peer to correct the mistakes about content, organization, language use, vocabulary and mechanic based on teacher intruction. *Finally*, Independent Contruction of the Text (ICOT) in this stage, students write a final draft individually and finish their own writing.

Based on the problem described above, the writer was interested in conducting a research entitled: **“The Effect of Clustering Technique to Students’ Writing Skill in Analytical exposition at Senior High School 15 Padang”**.

B. Identification of Problem

Based on background the problems above, there are problem in writing skill : *first* ,The students are not able to convey their idea. It can be seen from the sample of student’s writing, they just write simple sentences without develop their idea well. *Second*, they are not able to organize their idea, so they are not able to start writing. *Third*, they are lack of vocabulary. *Finally*, some of students were not able to classify the generic structure.

C. Limitation of Problem.

According to the identification of the problems above, the teachers need a technique to help the students in learning English especially writing subject. In this case, the researcher use Clustering technique to improve students writing competence especially in Analytical exposition text , So reseacher limits of this research the implementation of clustering technique in Analytical exposition at senior high school 15 Padang.

D. Formulation of the Problem

Related to the identification and limitation of the problem above, the researcher formulated the problem as follows: Does Clustering technique give effect to students' writing ability in Analytical exposition text at Senior High School 15 Padang at class XI ?

E. Purpose of the Research

The purpose of this research is to prove whether or not Clustering Technique give effect to students' writing ability in Analytical exposition text.

F. Significance of Study

The result of this research is expected to be beneficial to theoretical values to:

1. The student : The research is expected to solve the students' problem in writing.
2. The teacher : The result of the research hopefully will give contribution to the teacher to improve the students' writing ability and the teacher also can apply Clustering Technique in teaching writing.
3. Then, as the next English teacher for the future, the writer can apply this technique in teaching English and become a good English teacher. The writer also hopes that this study can be improved to another research that related to this study and can be an alternative technique which promotes students' writing Analytical exposition Paragraph ability for the future.

G. Definition of the Terms

1. Effect

Effect is a change that somebody or something causes in somebody or something else. In this research, the writer would like to know the effect of using Clustering Technique on students' ability in writing Analytical exposition paragraph.

2. Clustering Technique

Clustering is technique that could limit a subject. To clustering, the subject is written in the middle of a blank sheet of paper and drawing a circle around it. Then lines are drawn away from the subject. At the end of each line, an idea that comes to the mind is written and drawn a circle around it. Drawing lines, writing ideas, and drawing circles are continued.

3. Peer-Correction

Peer correction technique makes the students are able to learn each other. The students seem to be more confident and motivation stimulated in their writing when they correct their peer's papers.

4. Analytical exposition Paragraph

Analytical exposition is a type of English text which presents the authors attempted to influence the reader to do something or act in a particular case. In Analytical exposition, the author lists some opinions on certain things to reinforce the main idea of the text. In this research, Analytical exposition paragraph is a paragraph that is written by students.