

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is the transformation of a thought, idea, or feeling into a written form. As a result, one of the most crucial talents pupils must learn is writing. Because it takes hard thinking while producing words, sentences, and paragraphs at the same time, this talent grows more challenging for pupils at all levels of English. The goal of student writing is to articulate students' thoughts on a particular issue and to expand their vocabulary so that they can write appropriately.

Some concerns necessitate the acquisition of writing skills. First and foremost, students must grasp the talent of writing for academic purposes. Students can bring their thoughts, knowledge, and experiences into writing through writing. Second, writing can assist children in developing critical thinking skills. Writing is a type of communication that uses symbols and signs to convey information. Some people communicate with others through writing because they can interact with others not only through spoken language but also through written language.

According to the government-recommended senior high school curriculum, there are various texts that students in senior high school must master. Descriptive text is one of them. Furthermore, it is stated in the 2013 Curriculum standard competency 4.15 that students should have a strong grasp of descriptive texts, taking into account the social role, the structure of the texts, and the linguistic elements correctly (The English Syllabus of 2013 Curriculum, 2013).

Students must be able to: (1) identify text structures and linguistic features in oral and written descriptive texts; (2) explain social roles in oral and written descriptive texts; (3) tell descriptive texts; and (4) write short descriptive texts accompanied by illustrated images, according to the syllabus 2013 (K13).

Many pupils have difficulty writing descriptive texts when they are learning to write. First, there's vocabulary. To write decent paragraphs, students only have a limited vocabulary. As a result, students are unable to express themselves in

writing. Grammar is the second. A good text is one that is formed with the correct sentence structure and has a decent word order that follows the grammar rules in each paragraph. The third point is that students had a hard time coming up with concepts for their essays. This occurred because the children were not used to writing on a regular basis. Students are unable to construct primary ideas and supporting details in this material, resulting in ineffective text. Finally, based on the generic structure of descriptive text; orientation, complication, and resolution, students were still unsure how to begin producing descriptive text.

Table 1.1 Pre Survey Data Writing score of The Eleven Grade of Senior High School 01 Sekampung

No	Category	Score	Students Frequency	Percentage
1.	High	80-100	0	0%
2.	Average	65-79	85	45%
3.	Low	10-64	194	65%
Total			279	100%

Source: The teacher of SMAN 01 Sekampung

Based on the pre-survey results, there are 0 students who receive a score of 80-100 in the high category, 85 students who receive a score of 65-79 in the average category and receive a percentage of 45 percent, and 194 students who receive a score of 10-64 in the low category and receive a percentage of 65 percent. So the total number of pupils is 279, and the overall percentage is 100 percent. Based on the information presented above, it can be stated that the students of SMAN 01 Sekampung still lack mastery of the English subject, particularly in writing content, as evidenced by their low exam scores. The researchers discovered some writing issues based on a pre-survey of grade XI students in high school 01 sekampung: (1) most students are unable to produce descriptive texts because they lack vocabulary, making it difficult to begin writing descriptive texts in English; (2) most students do not grasp descriptive texts well. (3) Because students are less motivated to develop writing skills, students have trouble generating ideas based on their imagination and experience. Because of the issues listed above, most students are unmotivated in English classes; they believe English is a tough topic, thus they are too lazy to work hard in English, particularly in writing skills. A good technique should be used by the teacher to

boost the students' motivation to develop writing abilities. The students are extremely driven by the variety in technique utilized by the teacher as a result of the applied technique. Clustering Technique is one of the techniques that may be used to teach writing abilities.

In response to the aforementioned issue, the researcher proposes the Clustering Technique for teaching writing. Clustering, according to Tilaar (2010), is built around a single word or text in the center, to which related ideas, words, and concepts are added. Clustering is also a strategy to get started writing, and it entails actions such as topic generation, idea generation, content planning, and organizing. As a result, the study's title was The Effectiveness of Clustering Technique in the Writing of Descriptive Text by Students in Eleventh Grade at SMA N 1 Sekampung.

B. Identification of Problem

The researcher can identify the problem as follows based on the problem backdrop described above:

1. Students struggle to write descriptive texts because they have a limited vocabulary.
2. Students frequently struggle to come up with ideas based on their imagination and experiences.
3. Students are uninterested in learning English.
4. The repetitious teaching and learning activity bores the students.
5. The students were uninterested in learning how to write descriptive writings.

C. Limitation of Problem

There are many different types of media that may be used to teach English, and the researcher is particularly interested in performing a study on The Effectiveness of Clustering Technique toward Students Writing Descriptive Text at SMA N 1 Sekampung in Eleventh Grade.

D. Formulation of Problem

The writer formulates the problems as follows, based on the problematic background:

1. Is there any effectiveness and significance of applying Clustering Technique in the eleventh grade of SMAN 01 Sekampung in the academic year 2019/2020 for students composing descriptive texts?

E. Objectives of The Research

1. To determine whether Clustering Technique is effective and useful in the composition of descriptive texts by students in the eleventh grade at SMAN 01 Sekampung in the academic year 2019/2020.

F. Significance of the Research

1. Student's Guide

The findings of this study will assist students in improving their writing skills.

2. Teacher's Guide

The findings of this study will advise teachers that clustering techniques can improve pupils' writing abilities.

3. Researchers of the future

The researcher believes that this research is not yet ideal, and he hopes that another researcher can improve it.