

## CHAPTER 1

### INTRODUCTION

In this chapter, the researcher present the sub chapter deal with the title of this thesis. It consists of nine sub chapter. Namely: background of study, research problem, research objective, significant of study, scope and limitation, assumption of study, hypothesis, definition of key term, and pervious study.

#### A. Background of study

Writing is one of the activities in the lesson. For people who are writing for the first time, they will usually go back to check or read their writing. Then will make corrections if there is something wrong in the writing. So, that's why, writing is not an instant process. Because, writing is natural talent, there are several stategs that must becosiderd in writing activities.<sup>1</sup>

In addition to reading and listening skill, writing is also one of the competencies in English. Usually writing used by subject in junior high school, for example in writing descriptive text. Descriptive text itself is a text that conveys information or meaning to the reader through details, characteristics or descriptions of something. Another definition, descriptive text is a text that describes the characteristics of people, animals, objects, places and others.<sup>2</sup>

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<sup>1</sup> John Langan, *College Writing Skills*, Vol.8 (New York: McGraw Hill, 2010),12.

<sup>2</sup> Sumarsih, Dedi sanjaya, "TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text," *English Language Teaching*, 6, No. 12 (Canadian Center of Science and Education, 2013): 106-108.

Descriptive text also has a structure namely identification and description. Identification itself aims to describe the object to be introduced include people, animals, objects, places and others. While, description are which describes parts, characteristics and qualities.<sup>3</sup>

In this research, the researcher explained that eight grades students in SMPN 1 Pademawu have been able to write descriptive text well. But, of course there are some problems with the writing. Examples include grammar, lack of precise vocabulary, writing organization and spelling mistakes.

Therefore, to overcome these problems, of course it takes the creativity of a teacher. Such as techniques in the writing process that can motivate students to get maximum English teaching. English teacher at eight grades in SMPN 1 Pademawu uses clustering techniques as an alternative to writing good and correct descriptive texts.

Clustering technique itself is a technique for generated ideas such as mind mapping. This technique is done by writing ideas related to the object to be described. In this technique the ideas are written in the circle or box.<sup>4</sup> With the technique can be chosen which idea will be used. After that these ideas can be connected to each other according to the object to be described. So, this technique can be used by other teachers to help students in writing descriptive text. Therefore, the researchers decides whether or not this subtopics is better or not for students achievement.

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<sup>3</sup>EkoNoprianto, "Student's Descriptive Text Writing in SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 21 No.1 (2017): 67 [www.ijeltal.org](http://www.ijeltal.org).

<sup>4</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Vol. 2 (New York: Addison Wesley Longman, 1997 ), 48

Based on the situation above, the researcher conducted a study on “The Influence of Using Clustering Technique on The Students’ Achievement in Writing Descriptive Text at Eight Grade Students of SMPN 1 Pademawu in Academic Year 2021/2022”.

## **B. Research Problem**

The research problem is a general educational issue, concern, or controversy addressed in research that narrows the topic.<sup>5</sup> From the definition, the researcher interprets that the research problem is some questions that have to be made by the researcher about subjects that will research that related to the study. In this research, the research problem as follows:

1. Is there any influence of clustering technique on the student’s achievement in writing descriptive text?

## **C. Research Objective**

The objectives of this study are:

1. To know whether there is the influence of clustering technique on the student’s achievement in writing descriptive text.

## **D. Significance of Study**

The result of this study homely can be useful for:

1. Students, this result of this study will give benefit to the students to their ability in writing descriptive text.

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<sup>5</sup> John W. Creswell, *Educational Research*, Vol. 4 (USA : Person Education, Inc, 2002), 60.

2. Teachers, this result of study will give an input for the teachers in teaching descriptive text, and as an alternative technique to enrich their teaching technique in writing descriptive text.
3. Other Researchers, who are interested in teaching descriptive text at junior high school at second, all information can be useful for other researchers to do further research.

#### **E. Scope and Limitation**

The scope is the various thing that is the subject in the organization. Limitations are potential problems or weaknesses with the study identified by the researcher.<sup>6</sup>

The scope of this study will be focused on The Influence Of Using Clustering Technique on The Students' Achievement In Writing Descriptive Textat Eight Grade Students of SMPN 1 Pademawu In Academic Year Of 2021/2022.

#### **F. Assumption**

Therefore, the researcher assumes that there is an influence of clustering technique on the students achievement in writing descriptive text. The assumption itself is postulates or a basic belief about the research problem which is the truth received by the researcher, means that she must believe, using clustering technique in writing descriptive text can be effective.<sup>7</sup>

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<sup>6</sup> John W. Creswell, *Educational Research*, Vol. 4 (USA : Person Education, Inc, 2002), 199

<sup>7</sup> Pedoman Karya Tulis Ilmiah Edisi Revisi, Institut Agama Islam Negeri Madura (Pamekasan: IAIN MADURA, 2020), 17.

## **G. Hypothesis**

The hypothesis is provosional asumption in quantitative research where the researcher makes a prediction or guesses about the results of the relationship between attributes or characteristics that will be verified with the data collected by the researcher.<sup>8</sup> There are two types of hypothesis: The Null Hypothesis (Ho) and the Alternative Hypothesis (Ha). Null hypothesis (Ho) is a statement that states there is no difference, no relationship, and no change in the general population. An alternative to the null hypothesis (Ha) which shows a relationship, a change, and a difference. This hypothesis may be true if the null hypothesis is rejected.

1. Null Hypothesis: there is no an influence of clustering technique on the students achievement in writing descriptive text at eight grades of SMPN 1 Pademawu in the academic year 2021/2022.
2. Alternative Hypothesis: there is an influence of clustering technique on the students achievement in writing descriptive text at eight grades of SMPN 1 Pademawu in the academic year 2021/2022.

## **H. Definition of Key terms**

The definition of key terms explains some terms that use by the researcher to avoid ambiguous meaning. It explains some terms related to the main concepts of research focus.<sup>9</sup>

1. Writing is a productive language skill.

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<sup>8</sup>John Cresswell, *Education Research* (Baston: Pearson Education, 2012), 111.

<sup>9</sup>Pedoman Karya Ilmiah (Edisi penyempurnanan), (Pamekasan: STAIN Pamekasan press, 2011), .12.

2. Descriptive text is kind of text which describes a particular person, place, thing.
3. Clustering technique is an alternative teaching technique and one of effective ways to teach writing descriptive text that can be used to make students being interested in learning.

## **I. Previous Study**

Previous study is important for researcher and readers. Previous study is a useful for the researcher to guide the researcher to seek the different and similarity of the research. And this research not only the first research has been done. There are is a researcher had done on the same or similar of this research. Other previous study that was conducted by Desi Trisnowati entitled “The Effectiveness Using Clustering Technique in Teaching Writing Descriptive Text at the Seventh Grade Students of SMP N 31 Purworejo in The Academic Year 2016/2017”. And another previous study that was conducted by Fikri Fauzi Alawi entitled “ Improving Students’ Writing Ability In Writing Descriptive Text Using Clustering Technique (*An Action Research at Eight Grade Students of MTS. Darul Ma’arif Cipete-Jakarta*). Previous study conducted by Desi Trisnowati, focuses on finding out whether using Clustering Technique in teaching writing descriptive text at the seventh grade students of SMP N 31 Purworejo in the academic year of 2016/2017 is effective or not.<sup>10</sup> While, previous study conducted by Fikri Fauzi Alawi,

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<sup>10</sup> Desi Trisnowati entitled “The Effectiveness Using Clustering Technique in Teaching Writing Descriptive Text at the Seventh Grade Students of SMP N 31 Purworejo in The Academic Year 2016/2017”

focuses on analyze to use of clustering technique has successfully improved the eight year students' writing anility in descriptive text.<sup>11</sup>

It is different with this research, because this research will focuses on finding out whether using Clustering Technique will be better ofthe students achievement in writing descriptive text at Eight Grade Students of SMPN 1 Pademawu In Academic Year Of 2021/2022. The similarities between third research is focus on writing descriptive text by using clustering technique in English lesson. And another similarities is the population chosen is the same as eight grade in junior high school. And the research design on this research same with previous study conducted by Desi Trisnowati, that is using quasi experimental research.

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<sup>11</sup> Fikri Fauzi Alawi entitled “ Improving Students’ Writing Ability In Writing Descriptive Text Using Clustering Technique (*An Action Research at Eight Grade Students of MTS. Darul Ma’arif Cipete-Jakarta*).