

CHAPTER I

INTRODUCTION

This chapter covers background of study, statements of the problem, aims, the scope, and significance of study. This chapter also explains hypothesis and the research methodology. Some terms are also clarified in order to avoid misinterpretation. The last section is the explanation about organization of the paper.

1.1 Background

Writing – especially academic writing – is not easy. It takes study and practice to develop and learn this skill. It is also a complex activity, a social act which reflects the writer's communicative skill which is difficult to develop and learn, especially in EFL context (Oshima & Hogue, 1983).

In line with this, Indonesian students generally perceive that writing is the difficult especially in composing their thoughts and ideas in their writing. They are confused how to begin that writing. Most students just write unsystematically without thinking about coherence, grammar, diction, etc (Drajati, 2005).

In addition, when students are asked to write a composition, they often lack of ideas. In fact, some of the students completely do not have idea what to write relating to the topic. Most people consider that the hardest part of writing process is that we have to find out what we are going to write, to find out the

theme and to find out the right way to starting to write. Those aspects are mostly experienced by student in writing (Byrne 1979, cited in Kurniawati 2000: 12).

Reid (1988) stated that writing is a process which goes through some stages. Those stages are prewriting, writing, revising draft, and editing. Prewriting is the stage when writers are getting ready to write. In preparing for writing, writers have to decide a topic, identify an audience and purpose for writing, determine the appropriate form for the piece, and gather ideas and data. It is best to do a prewriting activity before beginning writing the paper or essay.

In line with Reid (1988), Graves (1983) argued that if teachers want their students to develop their writing abilities, then they must make condition for a number of stages in producing a text. Children need time for prewriting to explore fields, to gain a sense of audience, to consider written modes, to choose a genre, and so on. Then they need time to draft and to-write, with frequent opportunities for consultation with the teacher and peers about their progress.

In SBC (School Based Curriculum) which in Indonesia called KTSP (Kurikulum Tingkat Satuan Pendidikan), teacher is recommended to use the teaching technique where the students will use their communication competence optimally and make the teacher as a facilitator (Semiawan & Joni, 1993).

There are particular prewriting techniques which can help the student not only to overcome their difficulties, but also to improve their writing abilities. One of the techniques is called clustering. Clustering technique, developed by Gabrielle Luser Rico (1983), has a function to improve writing skills and to facilitate thinking in classroom settings (cited in Henry 1985-1986). Clustering is

especially an effective tool for the prewriting stage of the writing process. It is a generative, open-ended, visual structuring of ideas, events, and feelings. Moreover, it is a way of mapping a topic based on ideas or thought to begin some writing. It is a technique for collecting thoughts around some stimulus, for finding a focus, and for allowing a sense of the whole arrangement to emerge even though all the details are not yet apparent. In short, it is a discovery process.

Based on that explanation, therefore, clustering techniques are expected to help students in getting ideas, collecting some thought, and facilitating students to write. Clustering techniques can help students to overcome the senior high school curriculum task in Indonesia, which is to express meaning of short functional text and simple essay in the form of report, narrative and analytical exposition in the context of everyday situation and also to access knowledge (KTSP, 2006).

Narrative is a piece of writing that recreates an experience through time. It can be based on one of someone own experiences, either past or present, or it can be based on the experiences of someone else. In addition to telling a story, narrative also communicates a main idea or a lesson learned (Seldess, 1996). On the other hand, Heidi et al (1996: 99) stated that narrative is composing or retelling the daily activities, which happened in the present or in the past. The aim is to amuse the reader.

Thus, the present study is intended to investigate the effectiveness of using clustering technique in improving students' narrative writing skill and it is expected that this research will contribute to the practice of writing teaching in the future.

1.2 Statements of the Problem

Based on the background of the study, the problem to be investigated covered:

1. Is clustering technique effective in improving students' narrative writing skill?
2. What are the advantages and the disadvantages of clustering technique in improving their narrative writing skill?
3. How do the students respond to the use of clustering technique in writing narrative text?

1.3 The Aims of the Study

The aims of the study are:

1. To find out the effectiveness of using clustering technique in improving narrative writing skill to second grade of Senior High School students.
2. To find out the advantages and the disadvantages of clustering technique in improving their narrative writing skill.
3. To find out the response of the students in using clustering technique in writing narrative text.

1.4 The Scope of the Study

According to Surakhman (1975, cited in Permadi 2008), the scope of the study is necessary since it can simplify the subject for the researcher and solve the problem, such as time, dexterity, cost and energy that emerge from the research planning.

Based on that, the study is focused on investigation of using clustering technique in improving narrative writing skill to second grade of Senior High School students.

1.5 The Significance of the Study

In conducting this research, the writer expects that there will be some advantages acquired. This research provides a technique that can be used to help students in improving their narrative writing skill and hopefully they can be motivated in writing and become a good writer. Besides, this research can contribute to the EFL teaching methodology in which the teachers find another technique in teaching writing in the class.

1.6 Hypothesis

As stated by Wallen (1974: 26, cited in Permana, 2008) “the essence of hypothesis stating is simply that a prediction is made regarding the possible outcomes of a study.” So, in this research, the writer uses the null hypothesis which is:

H_0 : There is no effectiveness in using clustering technique in improving students' narrative writing skill.

1.7 Research Methodology

1.7.1 Research Design

This study uses a quantitative method that deals with data in the form of scores and numbers. The quasi experimental design is applied when it is impossible to use random selection and random assignment (Gibson and Herman, cited in Utami 2006)

Furthermore, the research uses the *t*-test with the primary purpose of which to figure out whether the means of two group scores differ to a statistically significant degree (Kranzler & Moursund: 1998: 89).

In this design, there are two groups taken as the investigated groups. One group is for the experimental group (EG), while another group is for the control group (CG). A control group is functioned to be a standard of comparison from an experimental group. Achievements of the experimental group can be distinguished evidently.

In addition, descriptive analysis is also applied in this study. It is aimed to dig deeper and have better understanding of the result of statistical data.

1.7.2 Research Instrument

There are some instruments used in this research. They are writing tests (pre-test and post-test), questionnaire, and interview. Writing tests (pre-test and

post-test) are applied to both groups; experimental and control group. While, to dig deeper and have better understanding, Questionnaire and interview are applied to experimental group.

1.7.3 Data Collection

In collecting the quantitative data, writing tests is given to both groups before and after the experiment held, so that writing scores of both groups are identified. In addition the interview and questionnaire are applied in the end of the research. Meanwhile, the steps are showed below in the Procedure of Study.

1.7.4 Procedure of the study

The procedures of the research are described as follows:

1. Organizing the teaching procedures.
2. Organizing the research instrument.
3. Conducting the try-out test in order to check the reliability and validity of the research instrument.
4. Conducting observation of the classroom teaching in the school.
5. Conducting pre-test for both experimental and control group.
6. Conducting treatment in the experimental class which is giving clustering technique.
7. Conducting post-test for both classes to find out the result of the treatment.
8. Distributing questionnaire to the students.

9. Conducting interview to the students.

1.7.5 Data Analysis

The data analysis of the study involves several statistical processes, such as:

1. Analyzing the students' scores on try-out test in order to investigate the validity and reliability of the instruments.
2. Analyzing the experimental and the control groups' scores in the pre-test and post-test using the t-test formula in order to investigate whether or not the two groups were equivalent.
3. Analyzing the students' scores of each group in pre-test and post-test using the t-test formula in order to investigate whether or not there is a significant improvement in students scores.
4. Analyzing the result of questionnaire and interview.
5. Interpreting the research findings.

1. 8. Subjects

1.8.1 Population and Sample

The population of this study is the second year students of *SMA Negeri 1 Cianjur*. While, the sample of this study is two classes from the second year students of SMA Negeri 1 Cianjur. The first class is XI-B4 as the experimental group and the second class is XI-B5 as the control group.

1.9 Clarification of Terms

In order to avoid unnecessary misunderstanding, some terms are clarified as follow:

1. **Effectiveness** in this study refers to different effect which produces better result in students' writing skill after treatment from the process of clustering technique implementation in teaching writing.
2. **Narrative** in this study is composing or retelling the daily activities, which are happened in the present or in the past.
3. **Clustering** in this study is a technique in prewriting stage which is aimed to divide some related ideas and write down in a blank of paper without evaluating the truth or value of the ideas themselves.
4. **Students' narrative writing skill** in this study is defined as students' narrative writing comprehension in the process of learning writing.

1.10 Organization of the Paper

- Chapter I consists of an introduction which provides the information on the background of the study, the scope of the study, statement of the problem significance of the study, research technique that comprises population, sample, instrument, and procedure, clarification of terms, and organization of the paper.
- Chapter II contains the theoretical foundations which serve as a basis for investigating the research problem.
- Chapter III describes the research methodology. It involves the research method in more detail description.
- Chapter IV discusses all findings from the research.
- Chapter V explains the conclusions and suggestions of the research.

