

## CHAPTER I

### INTRODUCTION

This chapter provides background of the study, statements of the problem, aims of the study, significance of the study, research design, research hypotheses, data collection, data analysis, clarification of the key terms, and organization of the paper.

#### 1.1 Background of the Study

The low level of writing interest among Indonesians has long been unveiled. A report about number of published books which are written by Indonesians showed that Indonesians only wrote about 4,000 to 5,000 books each year in spite of the country's large population. This number is considered very low when it is compared to that of other countries, for example the neighboring country Malaysia. With the population only one tenth of Indonesians, Malaysians can write between 6,000 to 7,000 books each year (Hardjoprakoso, 1997, as cited by Alwasilah, 2005). This finding is supposed to greatly concern all of Indonesians because it can be inferred from this fact that writing has not been a culture of Indonesian people.

In addition, this phenomenon may also be attributable to the low emphasis of the teaching and learning of writing in schools. Current situation in schools confirms this notion as teachers generally ask their students to produce a good and acceptable

piece of writing without giving them enough encouragement and appropriate techniques to develop their eagerness in writing. As a result, the assumption that writing is very horrific and frightening still exists; moreover writing in second or foreign language. It is because writing in non-native language is not painless by any means, but it needs skillful language command to be able to produce ones which meet the standard of coherence, fluency and length (Nunan, 1999).

The fact described above implies school's responsibility to provide the students with better writing teaching and learning. Furthermore, when people learn to write they will consequently deal with series of process which embody the difficulty and also complexity (Knapp and Watkins, 2005). As a result, teaching writing requires a set of explicit teaching techniques in all learning stages and teachers should consider as good teaching technique as possible to deal with the complexity of writing.

Among various techniques which can be applied in writing, clustering emerges as one prominent instrument to optimize the input for producing the piece of writing. Initiated by Professor Gabriel Lusser Rico from San Jose State University of California, this technique deals with making a visual map of ideas. It effects the freedom for the students not to conform to the strictly linear sequence, instead it brings the chance for them to develop more creative thinking and also new associations (Kalandadze, 2007). In this technique, students begin with a topic or subject circled in the center of the page and after that they draw as many line as possible out from it. Each branching lines are attached to other circles containing

ideas which have association with the topic, and it is probable that further ideas will stem from those circles.

Numerous studies about clustering technique in connection with teaching and learning writing hitherto have been undertaken and in general, it showed positive and satisfactory result. For example, the implementation of clustering technique in pre-writing activity acted as the proven catalyst for the improvement in students' writing ability, as students who were taught writing by using this technique had better writing competence than those who were not (Styati, 2010). Another study involving 32 sixth graders in one elementary school in Turkey also showed that clustering technique has changed students' attitude to writing skill, which is from negative to positive attitude (Şahbaz and Duran, 2011).

The starting point of this present study is to investigate the use of clustering technique in teaching writing narrative text. It explores the effectiveness of this technique through an experimental design of study. In addition, it is also set to discover students' responses to this technique during its implementation.

## **1.2 Statement of Problems**

This present study is about clustering technique in teaching writing narrative text, thus it states these following problems:

1. Is the use of clustering technique effective in teaching writing narrative text?
2. What are students' responses to clustering technique?

### 1.3 Scope of the Study

In spite of the wide variety of texts taught to the students in senior high school level, this study limited the investigation in the application of clustering technique in teaching writing narrative text to the tenth graders.

### 1.4 Aims of the Study

According to the problems stated above, the aims of the study are as follows:

1. To find out whether or not clustering technique is effective in teaching writing narrative text
2. To find out the students' responses to clustering technique

### 1.5 Significance of the Study

This study is expected to have implications in the effort of improving language teaching methods and techniques in EFL classroom setting, chiefly in teaching writing, either theoretically or practically. In terms of theoretical significance, this study is intended as a little contribution to the enrichment of existing literatures concerning variety of technique in teaching writing. That way, it can be a supplementary reference for teachers and education practitioners to develop better and more innovative teaching technique in classroom setting. Meanwhile, regarding its practical significance, this study can benefit the teachers as they derive relevant details about how to use clustering technique in teaching writing from it. In

addition, this study may also be useful to provide additional foundation for future investigation related to this subject.

## 1.6 Research Methodology

### 1.6.1 Research Design

This study chiefly employed quantitative method, particularly in design of quasi-experimental with non-randomized or non-equivalent pre-test and post-test groups. Conforming to Lodico *et al.* (2006), this design was chosen for this study because it was unfeasible for the researcher to randomly assign individuals to certain groups for they had already been in intact groups i.e. their class.

The quasi-experimental design using non-equivalent control group pre-test and post-test design is described as follows:

Group	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	—	O <sub>4</sub>

Note:

— X :the exposure of a group to an experimental variable

— O :the process of observation or measurement

(Adapted from Cohen *et al.*, 2007:283)

Dealing with the variable in this study, clustering technique became the independent variable which, as typical of experimental research, was controlled and manipulated intentionally. On the other hand, students' narrative text writing score became the dependent variable that bore the effect of experimental manipulation.

The hypotheses of this study are as follow:

- $H_0$  = There is no significant difference between students' post-test scores in the experimental group and students' post-test scores in the control group.
- $H_A$  = There is a significant difference between students' post-test scores in the experimental group and students' post-test scores in the control group

### **1.6.2 Population and Sample**

Due to the purpose and design of this study, the sample was chosen by using purposive sampling that included students in one school building who were judged by the researcher to have particular key characteristics which are related to the purpose of the study (Fraenkel and Wallen, 2006). The basis for choosing the sample was similarity in number of students and average scores.

The population of this study was tenth-grade students of one senior high school in Bandung, and the chosen sample was two classes, they were class X-1 as the experimental group and X-3 as the control group.

### 1.6.3 Data Collection

In collecting data, this study employed several instruments comprising pre-test, post-test, and interview. Administered to both experimental and control groups, the two tests differed in their administering time as pre-test was given prior to the treatment and post-test after the treatment. Besides, interview was administered to some students from experimental group only.

### 1.6.4 Research Procedures

The procedure in conducting this study consisted of several steps, including:

1. Organizing the teaching procedures according to each group.
2. Organizing the research instruments which include narrative text writing test and interview.
3. Pilot-testing the research instruments to check their validity and reliability.
4. Administering pre-test to both targeted groups with purpose of discovering students' initial ability in writing narrative text.
5. Organizing the lesson plans and conducting the teaching of writing by using clustering technique in experimental group.
6. Administering post-test to both experimental and control groups in order to unveil whether there are significant differences between both groups in their writing ability after the treatment.
7. Conducting the interview to several students from experimental group to gain deeper insight of how the implementation of the technique was.

8. Analyzing the collected data which have been obtained from the research instruments by using data analysis procedure.

#### 1.6.5 Data Analysis

There are several major steps taken in analyzing the collected data. They were:

1. Computing and analyzing the data from the result of both pre-test and post-test by using SPSS 16.0 for Windows. In detail, those data were first analyzed by using the test of distribution normality and variances homogeneity. These two tests were conducted to discover the degree of significance of students' ability from both experimental and control group in writing narrative text in both pre-test and post-test. Further, the scores of both experimental and control group were analyzed by using the independent  $t$ -test to find out if there was difference between both. Additionally, the pre-test and post-test scores of experimental group were compared and analyzed by using the dependent  $t$ -test to find out if the progress occurred. Finally, the calculation of effect size was conducted to find out the extent of independent variable's influence on the dependent one.
2. Transcribing and categorizing answers from interview into analytical categories to conduct the analysis of content from the different points made.

3. Summing up the findings of the research to unveil whether or not the use of clustering technique in teaching writing narrative text is effective, and students' responses to this technique.

### 1.7 Clarification of Term

To refrain from misinterpretation, it was necessary to clarify some terms as follows:

1. Clustering technique, refers to one brainstorming technique which can be conducted in pre-writing stage. Created by Professor Gabriel Lusser Rico from San Jose State University of California, this technique implies making a visual map of ideas (Rico, 2000 as cited by Hasim, 2009). In this technique, initial topic is placed in the circle or 'bubble' in the middle of the page. Students are free to write down any ideas related to the topic in other circle or 'bubble' which branch out from the main circle. In this study, the implementation of this technique is accordingly begun by teacher giving a theme or topic to the students. They are told to write the theme or topic in the circle or 'bubble' in the center of a blank sheet, then given some time to draw as many circle as possible with topic-related ideas in each of those new circles. Finally those collected ideas would be used as a guide for themselves to composing a good narrative text (Baroudy, 2008).

2. Narrative text, is a type of text which functions to amuse, entertain, and deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Gerot and Wignell, 1995). In the case of this study, the narrative texts which would be used is ones which have the complexity and difficulty that conform to the level of ability of tenth graders in general.

### **1.8 Paper Organizations**

This research paper is organized in ordinal fashion and it is presented in the list below:

#### **Chapter I: Introduction**

This chapter mainly introduces the problem investigated in this paper, and it has several subchapters including background, statement of problems, scope of the research, aims of the research, significance of the research, population and sample, research methodology, clarification of terms, and organization of the paper.

#### **Chapter II: Theoretical Foundation**

This chapter presents theories and literature reviews related to problem being investigated in this paper which provide the clear directions for the researcher in conducting the study.

### Chapter III: Methodology

In this chapter, the complete detail of methodology that is used in this study is elaborated. It consists of research design, data collection technique, research procedures, and data analysis technique.

### Chapter IV: Findings and Discussion

This chapter reports and also explains the findings of the research according to the result of data analysis. It also presents the discussion about the findings.

### Chapter V: Conclusion and Suggestion

This chapter sums up the findings and discussion of the study and proposes recommendations, be it for the future researches or its application in English teaching.