## Chapter 1: 1ntroduction

This chapter explains several things related to this research, they are basic consideration, the problem statement, the objective of research, the focus of the research and the significances of the research.

**Basic Consideration**

Writing is a process of producing something in written form.  It is process to remember, think and transfer ideas from someone's mind into a written form Aryanti (2016). Writing improves someone ability to think critically, creatively about the topic they want to write and to learn how to develop the idea widely. Also Oshima and Hogue (2007) stated that writing skill is an ability to express an idea in written form in second language or foreign language.  So, it can be concluded that in producing writing, it needs deep concentration.

Every learners need writing because writing is important. Writing becomes important to learn because writing gives learners opportunity to develop their thinking through it. Learners who are able to think about writing will be able to plan, evaluate, and organize their knowledge. A study from Alharbi (2014) has shown that writing is very important for learners because writing assist learners to use their mind critically. When learners thinking to write, they also learn from it, how can they make link to each ideas that comes. Also Langan (2002 p.24) said that writing will strengthen skill in write well also in reading. Because learners are reading then they can write well. He argued that writing makes learners a stronger

thinker because when learners write the writing, they need to gather and organize information, which in turn enhances knowledge or understanding.

Furthermore, Roen, Glau and Maid in their book *Guide Writing for collage* (2009) delivered some importance of writing. Based on their opinion, writing can make readers understand about the writers because writing express who you are as a writer, writing helps writers enhance their ideas when writers give others feedback and the other reason why writing is important because writing improves writers skill better and creative.

Basically, what should be expected from writing is by read it, readers can get messages or important information from it. This is supported by Langan (2002) said that basically writing is expected to bring the readers feel the situation in a writing. By read a writing readers can understand the purpose of its writing. Another opinion comes from Cohen and Riel (1889) said that writing is a communicative act, a way of sharing observation, information, thought, or ideas with us and other, so writing is expected to direct to other for a specific purpose. In teaching and learning writing, students are expected to express themselves through a written form and also students can develop their understanding of an issue by organizing their ideas on a piece of paper.

But in fact, there are some problem found by the researcher when teaching in SMP Negeri 1 Bulango Utara. Based on researcher experience when teaching in SMP Negeri 1 Bulango Utara most students experienced difficulties in expressing their idea into written form. The most problems of learners in seventh

grade is they feel hard to create descriptive text because students in seventh grade have lack of ideas to write about, they feel hard to connect their idea with the topic of writing and some of them have lack of vocabulary. Also there are some of students who cannot describe something clearly because they are still confused why some sentences used auxiliary verbs *am, is, are* instead of using auxiliary *do* and *does* whereas as we already know in describing something, students have to use correct verbs. Consequently, it is impact to their achievement and got low score in English subject.

The fact that what is expected should be from a writing contrary to what happens because of problems that faced by students in the process of writing, such as some issues that have been previously revealed. There are many problems arise and become a barrier for learners in the process of writing. Besides some issues stated, Harmer (2002.p.51) argued that the one who can solve learners' problem in the process of learning is a teacher. Teacher should require a technique that can help learners to overcome their problem in writing because teachers play an important role in the classroom.

In order to face some problem in writing, Dorothy (2004.p.8)) suggested a strategy that can be used to help teacher also learner in the process of learning. It calls prewriting strategy. Prewriting is the process of planning and outlining information before the learner start the writing process so that the learner can write effectively regarding their topic. In prewriting strategies there are some technique includes, such as clustering technique, mind mapping, and freewriting.

*Clustering technique* is one of technique in prewriting strategy that can be used to generate. This technique is focusing on a particular topic or subject and freely writing down ideas, words, phrases, details, examples, feelings situations and descriptions. Also, according to Gabriele Lusser Rico (1993) in Taylor and Francis (2014) clustering technique is one of prewriting strategies that can help students to build and create ideas in writing. This technique allows you to explore how ideas fit together, likewise mind mapping and free writing.

*Mind mapping* seems like clustering technique. Both of them are the technique used before the writing process starts. Tony Buzan. According to Mohidin (2010) mind mapping technique is a graphic representation of ideas. The function also is to help student to create idea in the process of writing. Moreover, some people maybe cannot differentiate between clustering and mind mapping. But the specific differences can be seen from the form of clustering and mind mapping. Mind mapping can be a symbol, image or branches while the form of clustering technique is just a circle with a line.

*Freewriting* is also one of technique in prewriting strategy. In *Freewriting* the student are free to write down whatever comes to mind, do not need to worry about spelling, grammar, or punctuation. The purpose is to write out as many ideas as you can about the topic. Peter Elbow (1973) said that freewriting refers to the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been.

The Effect of Implementing Clustering Questuions Technique towards tudents' Skill in Writing Descriptive
Text

The three techniques explained above are the technique used to help
student to manage idea before start the writing process. Clustering technique,
mind mapping or free writing have some advantages to the student in creating
writing. But in this study, the researcher preferred to use Clustering technique.
The researcher knows that the three techniques are quite same and has some
benefits but there are some consideration and reason why the researcher chooses
clustering technique than the other techniques. *The first*, clustering technique
gives students the easiness to use this technique. Differing from mind mapping, in
clustering technique students do not need to use picture, symbols or branches in
their paper before they start the writing but students are freely to write idea, circle
them and connect them with line, so it makes students easy. *The second*, unlike
mind mapping the clustering technique requires a brief period of initial planning.
Students must first come up with a tentative division of the topic into sub parts or
main idea while the mind mapping does not. The mind mapping do not requires
students to planning before the writing process began. *The third*, on the contrary
between freewriting, the clustering technique assists students to write as organize
while freewriting does not. In free writing, students are free to write any words
without a rule. *The fourth*, if we see the three technique explained, it is reasonable
to say that clustering technique is a technique that provides an easiness to the
students before starting the writing process, clustering technique is manageable
and it technique give students an opportunity to limited the time before start the
writing process. Thus, in this research the researcher is preferred to use *Clustering
Technique.*

John Langan (2002) through his book *English Writing Skill with reading* clarified a technique that can help learners in solving problem especially create ideas in writing process, it called Clustering Technique. Langan said that clustering technique is one of prewriting activity that can help students to build and create ideas in writing. It is a brainstorming activity combine with doodling. Gabriele Lusser Rico (1993) in Taylor and Francis (2014) also explained that Clustering lent itself to the easiness in organizing ideas and transforming the idea into the writing form.

Concerning with clustering studies, there has been a number of studies that have been conducted this research.  Deborah G. Ventis from *Collage of William and Marry* (1999) was conducted a research entitled *Writing to Discuss: Using Clustering Technique.* She applied clustering technique to teach writing to 23 students and the result showed that clustering technique was effective to help her students to organizing their thought in creating writing and it also helpful in stimulating discussion about specific topic. Deborah also interviewed her students to get their opinion about this technique and most of her students rated that their writing was most helpful when they use clustering technique. Also her students stated that clustering technique helps them to realizing their own opinion and formulating their ideas. In addition, a study entitled *Improve Students Recount Text by Using Clustering Technique* in conducted by SalamA (2012) found that clustering technique was good to help students to create and generated some ideas in writing skills. In his research, he found that students who are taught by

clustering technique had better score than students who are not taught by

clustering technique.

Both researchers above inspired the researcher to conduct a research about

clustering technique but in this research the researcher has different focus with

both previous researchers that has mentioned. In this research, the researcher

focuses on how can students build their idea in writing especially writing

descriptive text not the other texts. The researcher also makes some modification

to the clustering technique to make the students easy to gather their idea and

arrange them into the sentences. The researcher makes some question in the form

of clusters and each of the questions is write in different color. Each of color

represents the questions related the descriptive text itself. So the students will be

easy to arrange their descriptive text after they use clustering technique suggested

by the researcher which is named Clustering questions technique.

So, for those reasons above, the researcher is interested to conducted a

research entitled "The Effect of Clustering Questions Technique towards Students

Writing' in Implementing Descriptive Text"

**Research Question**

Based on the basic consideration above, the researcher wants to see the

effect of clustering question technique towards students writing in composing a

descriptive text in seventh grade of SMP Negeri1 Bulango Utara.  Therefore, the researcher formulates the research questions are:

a. Does the use of clustering questions technique gives effect to the students in creating a descriptive text or not?

**The aims of research**

In line with the research questions that has mentioned, the aims of this research is to determine if clustering question technique gives effect to improve students' ability in writing descriptive text and if there are any differences on students' writing ability before and after using clustering questions technique.

**The focus of Research**

Based on all above explanation, the researcher will focus on how to improve students writing of seventh grade students of SMP Negeri1 Bulango Utara by applying clustering questions technique suggest by researcher. Researcher will only focus on how students write descriptive text, that is because descriptive text is one of the most difficulties text to be master by the students in seventh grade of SMP Negeri 1 Bulango Utara based on researcher experiences when teaching in that school.

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**Significance of the Research**

There are some significances of this research: Firstly, for the students, this research is expected to provide benefits to the students to improve their writing ability. Secondly, to the teachers this research is expected to help teachers as a reference to teach English especially writing skill. Thirdly, to others, those who might be interested in the study of descriptive text may make this proposal as a reference to conduct research further in the same interest but with different focus

**The Hypothesis of Research**

The hypothesis of this research is "Clustering questions technique is effective to improve students' skills in writing ability, especially descriptive text.