CHAPTER I

INTRODUCTION

A. Background of the problem

In process of teaching learning English, one of the skills that must be learned is writing. Writing is one of the skills at diffusing information, a writer's idea. Writing is language skill that can be used to communicate with others in written form. Writing is not easy because among the skills, writing is the most difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Ramalia & Nirmala (2019) stated that writing is considered as a complex skill, for it has several elements including, vocabulary, grammar, and paragraph organization. Writing needed extensive vocabulary and good grammar management. Writing is not just copying words and sentences, but also developing and expressing thoughts in an orderly written structure. Writing requires broad insight and serious practice. It is a tool to express feeling, ideas, information based experience and thought to other people which contain meaning.

Writing is not only the activity of word or sentence but the writer must also be able to master the art of writing. Langan (2008) stated that writing is a process of discovery which   involves a series of stages and those

stages are discovering a point, developing the point, organizing the supporting material, revising and editing. That is form a writing requires a gradual process. Any idea which was put in writing, the author should be able to read back what was written. Writers must strive to think creatively, find ideas that will be poured into the paper. Writers should be able to develop and enhance the creativity of ideas in writing. Writng is the result of receptive skills that students possess. It is an important subject for students to master. Students must learn to write because writing can also make students think and is a way to improve the ability to speak. Learning to write is difficult for high school students, thus students should be able to master this ability well in producing words, sentences and paragraphs simultaneously. Writing is one of the English subjects that must learned in high school. It can help students to learn, thus students will be led to think more creatively because writing is part of the feeling representation and what the mind content. In writing is also divides over some types of text. One of types of text is recount text.

Recount text is a type of text that contains stories of the writer experiences in the past. Recount text is a type of English text that is used to recount past events or things that have already happened. The purpose of recount text is usually to retell and provide information and entertain readers. In English, recount text means telling, so recount text means retelling past. In teaching English at senior high school about recount text, teachers should pay

attention to the proper technique so that sudents' can readly grasp the concept written of recount text.

In the writing of the recount text usually used simple past tenses which consist of three structures, namely: orientation, events, reorientation. The organization structure of recount text include orientation that provides background information, record of events which tells chronological steps, and comment which expresses response from the writer (Derewinka & Jones in Saepuloh & Salsabilah 2020). Furthermore, recount text is also divided into several types, namely: personal recount, factual recount, imaginative recount.

Based on the researcher experience of being a students, in the matter of writing down the difficulties is coming up with ideas. It's also the case with many students, with difficulty in developing ideas. Howover, in this case teachers should be totally creative with techniques to teach students. Theachers should be more creative in using technique to enhance a student's creativity in writing, furthermore to guiding the students in order to trigger his or her writing ability. Meaning teachers must be creative in using techniques to enhance students creativity in writing.

Based on the previous research, one of technique to improve students writing skill is clustering technique. The role of clustering technique is to make easier for the students to write as the concept has been. Tarcher in Heni et al (2023) stated clustering is effective because it seems to be reflection of

the way the design mind naturally works that is, it cluster for patterns meaningful to it all the time as it scans its universe. Clustering is a technique for blurting out ideas in writing steps. Early scribing is essential to helping students develop ideas, furthermore, to guiding the student to direct the idea to connect and be ranged into an structured paragraph. It means the clustering is enable the students to think creatively discovering ideas. These technique allow students to be able to organize ideas that will be poured into the paper. Mapping thoughts and selecting a category of words to be ranged in a sentence, would certainly make it easier for the student to promote his ideas. furthermore, with this technique, writers can list words that relate to one another.

Clustering techniques in word gruping with a cluster of objects in such a way that they are united in this arrangement enable the writer to draw out the passage in his wrting. Sinaga (2017) stated that the advantages of clustering teaching technique are: helps the writers to see and to make a connection of ideas, to develop those ideas and to trace through the writer's mind until in some points a connection of ideas to develop those ideas and to trace through the writer's mind until in some points arrive in certain concept. helps students in gathering and developing ideas, and writing down in a certain concept.

Clustering technique be used effectively in prewriting activities, it is useful to help learners generate ideas in writing, especially writing a recount text.

This research is very important and relevant to students problem, therefore the research interested to conduct this research with the title "The use of clustering technique to improve students' ability in writng recount text".

B. Scope of the research

Based on the background above, this research focus on improving students' skill in writing recount text by using clustering technique.

C. Statement of the Problem

Based on the problems outline above, researcher would like to state the problem " how clustering techniques can improve students' skill in writing recount text?.

D. Objectives of the research

Based on the statememt of the problem above, the research stated objective of the research is to find out the use of clustering technique to improve students' skill in writing recount text at SMA Negeri 2 Kota Ternate.

E. Significance of the Research

The result of this research is expected to be benefical theoretically and practically, as follows:

1. Theoretical Significance

It is expected that the results of this research can which the existing theories concering used technique to determine improving and approach to know skill students' in writing recount text.

2. Pratical significance

According to background of the study and problem on above, the researcher is to find, the research to find out the increasing skill of students' in writing by using clustering at The English graders of SMA Negeri 2 Kota Ternate

a. For English teachers and lecturers

The result of this research is as contribution for the teacher in order to apply the clustering technique to improve the students especially in the students writing ability.

b. For the students

The result of this study can be used as information to implement English writing and to make students' interested in writing, as well as to make it easier for students' to come up with ideas, to be motivated to learn to writer English.

c. For other Research

This research can be one of the references for another writer in English teaching learning process and it is expected to be useful to conduct further researcher.