

CHAPTER I

INTRODUCTION

A. Research Background

Writing is one of the language skills that should be mastered by students'. Since most of academic activities involve writing, mastering writing skills is a need for students in order to support their academic life. As one of the important skills in English, writing play as an important role for communication tools. Writing, as one of the language skills, is considered as a difficult skill because the researcher should consider some aspects in writing such as content, organization, vocabulary, punctuation, and spelling in a balance way.

In writing students' can express their ideas, opinions, and experienced in form of written english skills. By mastering writing in English, the students are expected to be able to make a good writing in their written. In senior high school one of the goals in learning English is developed in writing skills, so that able to learn english when continue their study in higher level. Writing is the most complicated language skill to be learn because writing is one of language skills that have a complex meaning and rules to make a good in writing.

Based on the observation the researcher found out that tenth grade students' of SMA Negeri 1 Noyan, the students difficulty to build the sentence of writing. The problem is faced of students' about less knowledge

about grammar, lack of vocabulary, lack of generate ideas, and the students' can't to imagine in used their ideas in writing especially writing narrative text.

Beside that, many students who study English consider that they do not know how to write the topic. They unable to apply They often face some problems to organize their ideas. They do some mistakes with the lack of knowledge in vocabularies, grammatical, and tenses, moreover, the students' face some problem in improving their writing skill. They can't recognize or improve sentence or paragraph correctly or they do not have an idea about what they to wrote.

Futhermore they do not have right words downs becoming a good sentence or paragraph. Moreover, the students can't write well because students difficult in how to use Generic structure such as: (Orientation, Resolution, and Complication), vocabulary, mechanic, grammar in writing narrative text, because they have less understanding about writing, English in the written form. Considering on explanation above, the researcher interest to purpose clustering technique as the appropriate way to teaching writing in narrative text. Clustering Technique is a good technique to help the students to develop their idea from the general idea into specific idea.

Based on the result of this research, the implementation of this clustering technique in teaching narrative text has showed an improvement. Also, this study explained that use of clustering technique could improvement the students' skill in their use the aspect of writing, used clustering technique

it helped the students' to generated their ideas into a chronological of narrative. In addition, the students' achievement from his or her writing test showed an increased improvement.

Furthermore, the other findings has the students' positive response to the implementation of clustering technique throughout their learning in writing the text. Based on explanation above, the researcher interested to conduct a classroom action research entitled "Improving Students' Narrative Text Writing By Using Clustering Technique". This technique can give benefit for the students to improve the students' writing.

B. Research Question

Based on the background of the study, the research questions is "How can the Clustering Technique Improve the Students' in Writing Narrative Text to the tenth grade Students' of SMA Negeri 1 Noyan in the academic year of 2015/2016.

C. Research Purpose

Based on the research problem above, purpose to obtain the appropriate technique to improve students' writing of narrative text by using Clustering Technique to the tenth grade students' of SMA Negeri Noyan. This research aim to: "Find out how clustering technique can improve students' in writing narrative text"

D. Benefit of Research

This technique in teaching and learning process, the researcher found out benefit of implementation this technique in the class. There were some benefit used clustering, as follow:

1. Practical Benefit

a. To the teacher

The technique has benefit to the teacher. This research is expected that the Clustering technique can be used for the teacher as the teaching technique that can be applied in the learning writing process.

b. To the students'

This research expected useful for the students to improve students' writing, generated their ideas of students' stimulus used clustering especially narrative text writing .

c. To the researcher

This research is expected can give the researcher a more knowledge in developed about the Clustering technique in teaching.

2. Theoretical Benefit

a. It can be used as the reference for the teachers and chooses the best teaching technique in teaching writing, especially narrative text.

b. It can be used by the resercher as the reference for the readers if they have interested used clustering technique as the ways to learn writing.

E. Action Hypothesis

The action hypothesis in this research is “ Clustering Technique can improve students’ in writing narrative text”. According to Sukardi (2013:100) The general function of hypothesis in classroom action research is as a guide to the teacher or researcher which enable to determine data needed to solve the problem. It mean that hypothesis is useful for the teacher or researcher to make the research will be guided.

F. Scope of Research

1. Research Variable

In this research, the researcher use single variable of research variable are thing that have variable or have different value. Variables usually are measured in terms of scores on an instrument such as an achievement test or an attitude scale or in terms of categories of a construct (Gall, 2003:167).

The single variable in this research is students’ achievement in teaching narrative text writing.

2. Terminology

- a. Narrative is a text focusing specific participants. The purpose is to amuse, entertain and a narrative is to amuse, entertain and to deal with actual or various experience in different ways. most generally described as a story told of certain characteristics that relate a tale through an organization of words, key to defining a narrative.

- b. Clustering technique is refers to a prewriting technique that use to generate ideas and explore the relationships of another idea.
- c. Tenth grade students' of SMA Negeri 1 Noyan. The tenth grade students' are the students' who study in SMA Negeri 1 Noyan, class x, the located is on Jln. Petugun, Noyan subdistric, Sanggau Regency.

