

CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF STUDY

Learning English is crucial nowadays English has evolved into a global language of communication that is spoken in the majority of communities throughout the globe. In reality, more people use English as a second or foreign language than do native speakers, and English has established itself as a global language. According to Erlangga putra (2020). English was the most popular foreign language five hundred years ago. However, English is now the foreign language that is studied abroad the most. Therefore, as English is becoming the universal language, we should be learning it so that we can converse with individuals from various nations.

The students must acquire certain abilities when studying English, such as writing, speaking, reading, and listening. Students will find it simpler to obtain information or engage in discussion with people from diverse backgrounds and nations when they succeed in increasing their writing, reading, speaking, and listening skills. In other words, we may understand this world, not just in the commercial sector but also in school, by studying English, either actively or passively. The researcher addresses writing skills, particularly education writing skill at SMP Alwasliyah Berastagi , from the four English language skills that must be learned.

In Asia, Indonesia and Malaysia have the same as making the English language as the foreign language , but according to Scimago Journal Ranking (2016), in the field of writing scientific papers for publication in international journals, Indonesia is ranked 35 th in below after Singapore (31st), and Malaysia (23rd) in the publication of scientific works even though the number of universities and the population of Indonesia is far greatest than the number of universities and residents in these countries. Indonesia is far below Malaysia with twelve ranks. It means Indonesia people have low motivation to write.

The four abilities that make up English in general are speaking, reading, listening and writing. The pupils should receive a thorough education in such areas. Receptive and productive skills can be used to classify it.

While some people have no trouble speaking English, they could have trouble writing on paper. Writing is a complicated talent that requires a lot of effort to master. Grammar, prior knowledge, punctuation consistency, spelling, vocabulary, and other skills are among the numerous requirements for writing. Students encounter a number of issues during the writing process, including restricted vocabulary, difficulty developing ideas, a lack of ideas, a lack of drive, and lack of confidence in their grammar. The results are evident from the final scores. In order to solve the issue of poor writing abilities in many schools, a method that raises student test results is required.

Clustering is one of strategy used; it is a prewriting exercise that enhances concepts before to beginning their writing. We attempt to visually map the concepts in our heads while clustering. It indicates that before beginning writing activities, students must have and organize the thoughts they wish to write. There were several complaints from pupils that their English teacher had nothing to write about. In contrast, they will have plenty of material to write about.

This indicates that we actually need some inspirations to assist us put some of the things around us into a piece of paper rather than "something to write about." The process of creating ideas for a written composition might be problematic. For instance, the teacher should give the kids additional focus during the pre-writing task. Pre-writing exercises can help writers get through their block and speed up the writing process.

Students in junior high study two different types of writing assignments: recount texts and narrative texts. Both works deal with historical events, and they have certain parallels and differences. A book is an example of a narrative work that recounts a tale and amuses the reader. While recount texts recall historical events, they also give a description of what happened and when it happened. Students at junior high school are highlighted in the text of the personal account.

“Personal recount text usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events. It presents the events chronologically (in order in which they happened). The purpose of a personal recount are to inform, entertain the audience (listener or reader), or both”. Nevertheless, the basic differentiation between narrative and recount is the purpose, a recount is more emphasize to entertain and to inform the reader.

There have been some of studies discuss about clustering technique and recount text, in connection with teaching and learning writing. The first is, by Sari (2021) The researcher focuses on the improvement of students’ skill in writing recount text. Another research by Hendrawati (2017) , which focuses on how the clustering technique implemented to explore the ideas of Recounttext. And the last is by Lestari (2022). The researcher shows the effectivenessof clustering technique in teaching writing for junior high school student.

Different from the previous studies, this study combining several aspects of research, such as the clustering technique as a method, recount textas material and students of SMP Alwasliyah Berastagi as the students’ subject for writing skill research. Based on preliminary research, the researcher foundthat students did not understand clearly and how to identify the generic structure of recount text is because in the process of learning recount text in class, the teacher does not use a technique to write recount text. Furthermore, in teaching recount text, the teacher has provided minimal preparation. Moreover, SMP alwasliyah area is quite close from the researcher’s house, so it is a reason for the researcher to conduct the research.

After observing the students' abilities at this school, it is known that the VIII grade students of SMP Alwasliyah have low ability in writing English lessons. This low ability is caused by students not understanding when given writing assignments. This can be seen from the number of blank papers in a long time when students are given an assignment, lack of ideas, and others. Factors that might cause students to be lazy to write. This can include factors such as lack of interest, low self-confidence, boredom of the topic being written about, or inability to organize ideas effectively. Because there

is no stimulus provided, so students divert their activities by playing mobile phones, eating in class, and chatting with friends. This is the impetus for this research to improve students' abilities, especially in writing English essays, especially recount text

1.2 RESEARCH QUESTION

Based on background above, the writer plans to analyze the use of clustering technique to improve students' writing of recount text at second grade students of SMP Alwasliyah Berastagi. The writer formulates his problem in this research: "Does the use of clustering technique enhance students' writing of recount text?".

1.3 OBJECTIVE OF RESEARCH

In line with the formulation of the problem stated above, the objectives of the study are to know whether or not the clustering technique enhance students' writing of recount text.

1.4 SIGNIFICANT OF RESEARCH

It is anticipated that the study will be significant not only for the author but also for the readers, teachers, and students. This study can provide a different approach to teaching writing skills to junior high school students in the VIII grade that can aid both the instructor and the student in the learning process.

1. For the teacher, the result of this study can be used the information for the teacher to reflect their method about how to learning to write Recount text with the clustering technique. The advantage when teacher use clustering technique in teaching writing recount text is, the teacher explain to students about writing recount text with step by step. Thus, the creativity of the teacher can be applied in

teaching learning process, so that the writing English lesson can be more interesting and effective.

2. For students, they can easy to understand that recount text has a generic structure section (Orientation, events, reorientation). Afterward, there are several types in a recount, such as personal recount, factual recount, and imaginative recount. But in this research, the researcher just provides about the personal recount and then retells about their personal recount with orientation, events, and reorientation as part of recount text with the clustering technique, so the students become to understand that it will be easier to make Recount text with a clustering technique.

