

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is indispensable in the field of education. In many countries, children are taught and encouraged to learn English as a second language. We see that many science and technology curricula are written in English even in countries where it is not an official language, such as Indonesia. English is also widely recognized as a university language. Many of the world's leading universities are English-language schools. Since the main language of science and international research is English, the majority of studies in a certain field are also written in English. At the university level, students from many countries study almost all subjects in English, which makes it easier for foreign students to access the material.

When learning English, students need to practice four language skills (listening, speaking, reading and writing) and this learning is supported by language components such as grammar, vocabulary and spelling. These four skills are interrelated. Therefore, an English teacher must consider these four skills when dealing with English material. Teachers must not leave any skill behind, so these four skills must be taught in an integrated and comprehensive manner. In this study, researcher focused on writing. Writing is giving birth to thoughts or feelings or it can be said to put the ideas of the writer into written form, so that the intentions of the writer can be known by many people through the writing that is written. According to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. So, the students need to master writing skill because it can be used to express the students' ideas as well as feelings and communication with others.

Students need to be proficient in writing for a variety of reasons, according to Raimes (1983). Students who write well gain proficiency in vocabulary, idioms, and grammar structure. Writing forces students to put their newly acquired linguistic skills to use. Third, children who write are better able to articulate their thoughts using appropriate language and phrases. As such, writing activities for students are necessary.

Based on the 2013 curriculum syllabus at UPTD SMP Negeri 5 Gunungsitoli, writing recount text must be learnable by every student. The basic competency is composing writing and speaking brief, straightforward narratives about past events while accurately and contextually considering textual aspects, social functions, and language elements constitute the fundamental competency. Based on preliminary observation made by researcher at UPTD SMP Negeri 5 Gunungsitoli, researcher found several problems related to the learning process, especially in recount text, namely: first, the students are not able to differentiate the form of regular and irregular verbs in past tense. Second, the students are not able to compose words provided properly. Third, students are less able to conclude a story, and the last is lack of methods or techniques used by teacher that make students interested in making recount text.

To overcome this problem, when it comes to teaching writing, ESL instructors must employ innovative and engaging methods. Also, the demands and interests of the students are satisfied by this system. Writing instruction and learning can be accomplished through a variety of approaches. Among these is the clustering approach. The clustering approach is used for short writings and essays to group related but distinct topics from a wider range of subjects. Clustering is also known as diagramming or mapping, according to Langan (2005:27) in Hendrawaty and Ambarwati 2017; another strategy that could be pursued for the generation of material for a paragraph. Hendrawaty and Ambarwati (2017) say that clustering is a technique for the transformation of broad subjects into narrower, less burdensome topics in short essays or texts. Diagramming or mapping is also a method of grouping. The advantage of this approach is that before developing into paragraphs, students can discover a wide range of words, ideas, notions relating to the subject in question which are stimulating and organising their thoughts.

With regard to the explanation above, that is the reason why researcher use clustering techniques in writing recount text. Therefore, the researcher conducted a classroom action research with the title : **The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text At the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022 / 2023.**

1.2 Identification of the Problem

Based on the background of the problems above, there is an identification of problems as follows:

1. The students are still lacked in started to wrote, how to wrote systematically, and how to make sentences coherent and cohesive.
2. The Students are not able to conclude the story.
3. Lack of methods or techniques used by teacher that make students interested in making recount text.

1.3 Limitation of the Problem

Based on the explanation of the background of the problem above, the researcher limits the problem. In this study, the researcher only focused to improving students achievement in writing recount texts in class VIII at UPTD SMP Negeri 5 Gunungsitoli in 2022/2023.

1.4 Formulation of the Problem

Based on the focus above, the researcher formulates the problem “How does technique clustering can improve sudents achievement in writing recount text at the eighth grade of UPTD SMP Negeri 5 Gunungsitoli”.

1.5 Objective of the Research

The purpose of this research is to improve student achievement in writing recount text by using clustering technique.

1.6 Significance of the Research

1. Theoretically

For researcher, as an opportunity and a way to develop knowledge and experience by increasing student achievement in writing recount text.

2. Practically

- a. For students, conducting research can help students find out the mistakes they made, so that in the future they can find out their vocabulary and ability to express their ideas in recount text.
- b. For teachers, this can increase the ability of teachers to enrich their knowledge in improving student achievement in writing and appropriate in class such as strategies, materials, media and so on.
- c. For other researcher, this research can be used as reference material and sources in conducting future research in the same field.