CHAPTER I

INTRODUCTION

A. The Background of Study

English is the International language that used in the world. English is a tool for communicating with other people. In society life, language is crucial, because languages make relationship or experience and study. In Indonesian, foreign languages are very important. To face the era of globalization, people is cumpolsory to be able to speak English well, but it is not as easy as we know. English is the foreign language for Indonesian people where the first language is the local language that used in their daily life. English has the different form in structure ,grammar and others than bahasa Indonesia. So, it does not wonder if most Indonesian people especially students make mistake in using English either in writing or speaking languages themselves.

Nowadays, the government in Indonesia has set a new curriculum that is curriculum 2013. Curriculum 2013 is an operational curriculum that is compiled and carried out by each educational unit to be character education. The objective of curriculum 2013 in English subject is that students must have communicative and active competence in five skills; the skills are observing ,asking,exploration,associating, and communicating.

Knowledge, to high ranks. Allah is informed of all what you do in learning English, reading and writing. Here, especially in teaching writing to the students sometimes they get trouble. Weaver (1957:3) said" what to write about is often the first problem of a students". A short reflection should convince the students' that they think about many things and a solutions to problem will be found partly a least in an examination of what he already has in mind. Students in writing essay forces two main tasks : a) generate ideas in language and language b) organize their ideas into a writing structure. Oshima and Houge (1981 :5) also stated "writing is not easy for students because of they want to write something thet have to master the vocabulary, spelling,grammar,functions,word choice, approriate content suitable for readers topic and occasion. From the explanation above, it means that before we can write well we should be able to major writing skills because it is the way to find out the idea, organizing and developing idea, and publishing structures sentences to write in a paragraph.

Students often have trouble of getting started writing because they are confused about what to say even the first sentence to write, perhaps they do not know well about the the topic they have to write about or they fell puzzled to express the ideas into writing. That is why develop writing skills,attention should be paid to the process rather in product.
Writing the process of transforming thoughts into written communication and it will be difficult for the students to develop their idea of what to write. Writing activity needs time and process, according to kenny (2001:2) they are five stated, those are pre writing,

planning, drafting, revising and finishing. There are several methods of pre writing which can be used to help us in writing, namely dramatizing the subject, clustering, brainstorming, boomerang, free writing, etc. One kind of pre writing activities which will be proposed by the researcher was clustering technique. Spack (1984: 656) also assert that pre writing technique teaches students to write down their ideas quickly in raw form, without undue concern about errors and form. The researcher offered clustering technique to help students avoid vague statements, repetition of ideas and help produce naturally flowing text. Students should realize that an effective paragraph contains a good topic sentence that introduces what the topic is a about and the purpose of the paragraph in a text.

The researcher here had a great will to investigate and generate the students to write their ideas in writing recount text by using clustering technique. By using technique, the researcher would ask them generate and define an idea so that they could decide whether it was worth considering for the draft they wanted to write by writing recount text. The students are encouraged get ideas flowing freely, build and improve the previous ideas. This technique was expected to be a good solution for the students to narrow a topic make the students able to write recount text through their ideas.

Students' motivation can be increased and stimulated through the technique of teaching writing used by teacher. That was why here the researcher used the technique which is called clustering technique which can encourage the students's thinking creativity. Through the explanation above, the researcher tried to investigate the effect of clustering technique on the students' achievement in writing recount text.

B. The Identification of the Problem

1. The effects of using Clustering technique recount text
2. Clustering Technique was able to improve students' achievement in writing recount text.

C. Scope and Limitation

The study of had a scope effects of using Clustering technique achievement in writing recount text. researcher focused on the students' writing ability. In this case, the researcher limited it writing recount text on first year students of SMA DHARMAWANGSA Medan. The materials which would be tasted materials which the students have learned.

D. The Formulation of the Problem

a. Was effect of using Clustering technique on the students' achievement in writing recount text ?
b. Was clustering technique able to increase the students' achievement in recount textt?

E. The Objective of the Study

a. To find out the effects of using Clustering technique on the students' achievement in writing recount text.
b. To find out wether clustering technique was able to increase the students' achievement recount text.

F. The Significance of the study

a. It is useful for the students to increase their knowledge in learning writing, and also motivate them to be better in writing in order to achieve better master English
b. The teachers, it will provide the English teachers an alternative technique to apply clustering technique in the classroom in teaching English
c. The readers, to get the information and give alternative way in teaching and learning writing