

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Research

In English language learning, learners are expected to acquire several skills, such as speaking, reading, listening, and writing. Among these, writing stands out as a crucial skill that requires creativity, organizational skills, and critical thinking. Through writing, learners can express their thoughts, convey information, and engage in meaningful communication. According to Hyland (2019), writing is a creative activity that involves converting spoken language into written language. Writing is a language skill that requires the conversion of thoughts into written language. For writing to be productive, a high degree of accuracy is required. Many language teachers feel that, compared to other language skills, writing is in many ways the most difficult language skill to acquire.

High school students must be able to understand texts related to the “Merdeka Curriculum.” Specifically, in the 11th grade (Phase F), students should be able to convey their thoughts and experiences through various forms of writing—such as narratives, expositions, and arguments—as well as multimodal texts, using diverse formats (both print and digital) and demonstrating clear and detailed text structure and linguistic features across a variety of topics. Using arguments supported by data and facts, students can write about their opinions

and perspectives on short stories or specific topics and issues, or discuss controversial current events by explaining their pros and cons and presenting arguments for and against them (Kemendikdasmen, 2025). Based on the students' textbooks, the teaching materials used in this study consist of analytical exposition texts.

An analytical exposition text is a piece of writing that discusses the author's views on a phenomenon or issue in detail without prompting the reader to take any specific action. According to Hutasuht (2023), there are two types of exposition texts: analytical exposition texts and persuasive exposition texts. Analytical exposition texts have the clear purpose of convincing the reader of the author's viewpoint; they defend that viewpoint and attempt to persuade the reader. On the other hand, a persuasive exposition text aims to persuade the reader to take a specific action.

Writing is one of the productive language skills. Writing is the act of communicating ideas while connecting one's thoughts and feelings. Habit and practice are the most important keys to successful writing. Writing skills cannot be acquired overnight; they require continuous practice. Richards and Renandia (2002) state that writing is the most difficult skill for second-language learners to master. In other words, writing is a skill that requires further practice to be truly mastered.

During preliminary observations in the PLP program, researchers identified students who struggled with writing. These students had difficulty expressing their thoughts and ideas, they showed little motivation for writing activities, and

they also lacked the vocabulary needed to write. Furthermore, because teachers consistently used traditional methods to teach writing, the students found the lessons boring.

To address this issue, teachers can utilize a variety of resources, including media, teaching materials, and instructional methods. There are numerous instructional methods that teachers can employ during the learning process. Among these, one method that teachers can use in writing instruction is the clustering method.

Clustering is one of the techniques that can be used to teach writing. This technique is employed during the “pre-drafting” stage of the writing process. According to Baroudy, as cited by Sari and Wahyuni (2018), clustering is defined as the process of grouping ideas, images, and emotions into interrelated patterns.

The author introduces several prior studies related to this research. According to the study by Dewi & Ayunisa (2020), titled “The Effect of Using Clustering Techniques in Descriptive Writing in Junior High School on Students’ Academic Achievement,” clustering techniques increased students’ engagement in writing activities by enabling them to provide more creative responses to assignments. Because structure and clarity improved, the final assignments showed significant improvement compared to the pretest. In another prior study, Kurais & Wardana (2021) reported an attempt to improve high school students’ writing skills using the clustering technique. The purpose of this study is to examine whether the box-based clustering technique can improve students’

descriptive writing skills, including vocabulary and content. Furthermore, another prior study by Yesa Restika (2022) suggests that the clustering technique has a significant impact on improving students' descriptive text-writing skills.

As a result, utilizing clustering techniques can significantly improve students' writing skills. Previous research has shown that clustering techniques offer numerous benefits. First, they can enhance students' imagination and originality. Second, they enable students to organize their thoughts and produce high-quality writing that is easy for readers to understand. Third, this technique guides students, encourages them to focus on their own ideas, and fosters creative thinking. Finally, it reduces monotony and offers the flexibility to accommodate students of all ages—regardless of their English proficiency level, whether beginner, intermediate, or advanced—during the writing preparation stage.

However, to fill a gap in the existing research, the author focuses on the writing skills of high school students at SMA Negeri 7 Tanjungpinang. This study, conducted by the author, examines how the clustering technique affects the students' ability to write analytical explanatory essays.

Furthermore, based on the background above, the reason the author chose this topic is to provide students who struggle with writing with a method to improve their skills. It is also expected to be useful for teachers in supporting students' skill development. Based on the above explanation, the author decided to conduct a study titled “The Effect of Clustering Technique on Students' Writing Skill at SMA Negeri 7 Tanjungpinang.”

## **1.2 Identification of Problems**

Based on the background above, the researcher has identified the following problems for this research:

1. Students had a problem expressing their thoughts and ideas .
2. Students had lack of vocabulary while writing.
3. The teacher only use conventional method while teaching and learning process.

## **1.3 Limitation of The Research**

This study focuses on evaluating the effectiveness of the clustering method in improving the writing skills of students at SMA Negeri 7 Tanjungpinang. We investigated how clustering—a visual writing preparation technique that involves grouping ideas using diagrams, circles, and lines—affects key writing elements such as topic selection, vocabulary, grammar, and coherence.

## **1.4 Research Question**

Based on the limitation of the problem provided, the following question is the focus of the study:

- 1) Is there any significant effect of using clustering technique on students' writing skill at SMA Negeri 7 Tanjungpinang?

## **1.5 Objective of Research**

Based on the research questions above, the objective of this research is to look into the effect of the Clustering Technique on students' skills when writing



analytical exposition texts at SMA Negeri 7 Tanjungpinang whether it is effective or not.

## **1.6 Significance of The Research**

### **1) Theoretical Significance**

This study is expected to provide a broad understanding and validation of the impact of clustering technique on students' ability to write analytical exposition; it will also expand the body of knowledge in this field and serve as a basis for comparison in future research.

### **2) Practically**

#### **a. For the Teachers**

This research is useful for English teachers as it provides a way to improve students' writing skills by applying the clustering technique. Hopefully, this research can be useful for English teachers to help them improve students' writing skills.

#### **b. For the Students**

This technique not only improves students' writing skills using clustering technique but also makes the learning process more fun, interesting and rewarding.

#### **c. For Other Researchers**

This research can be useful for other researchers who are researching related issues but in other contexts or other research subjects.

## 1.7 Definition of Key Terms

### 1) Writing Skill

Writing skill are one of the four language skills that refer to the capacity to express thoughts, facts, and emotions in writing.

### 2) Analytical Exposition

Analytical exposition text is a text that elaborates writer's idea about the phenomenon surrounding.

### 3) Clustering Technique

Clustering is a visual prewriting technique that allows the writer to explore relationships between ideas.

