



CHAPTER I INTRODUCTION

1.1 Background of the Study

Writing is a productive language skills (Nilufar, 2021). Which in writing people can transform thoughts, ideas, and feelings into written form. But, some of them get difficulties in putting their ideas. Basically there are six steps in writing process, these are prewriting, drafting, conferring, revising, editing and publishing (Johnson & Westkott 2021). We know that writing is not only based on logic that evokes different imagination, but it has been mainfull media to express and transform massage.

Teaching writing has become a challenging for a teacher to teach students who regard English as a second language or a foreign language. Many students have difficulties in writing such as in generating and organizing ideas and in translating ideas into readable texts. Based on the preliminary research with English teacher (on December 26, 2024), some difficulties that also faced by student are such as some difficulties in arranging sentences to develop the topic and still using Indonesian or Javanese language style in writing English texts. Unfortunately, the students didn't understand how to write systematically. The teacher who usually uses traditional methods of pre-writing, such as outlining, may not always be effective for all students. She also uses common words in writing English so that the students are weak in writing skill. Beside that, the results of the students' initial competencies test (on January 14, 2024) revealed that less than 50% of students achieve Minimum Completion Criteria (KKM) of 80 points, where the percentage of students meeting the KKM from 34% of students (10 students) into at least 66% of students (20 students). Therefore, this study aims to enhance students' organizational writing skill, especially in narrative text.

Some previous studies have demonstrated the effectiveness of clustering techniques to enhance students' English writing skills, particularly in narrative texts. For instance, Haris (2022) applied the clustering technique to improve students' ability in organizing and constructing the generic structure of narrative texts at a senior high school in Makassar, showing increased student engagement and confidence.

Similarly, Anggitaningrum (2021) found that clustering helped tenth-grade students in Bekasi write more fluently and coherently through a quasi-experimental design. Awaliyah (2024) also revealed that clustering improved students' narrative writing performance and reduced writing difficulties in a vocational high school setting. However, these studies were primarily conducted at the senior high school level and employed experimental or quantitative methods. This presents a clear research gap, especially in applying clustering techniques to improve students' ability to write narrative texts at the junior high school level through Classroom Action Research (CAR).

The research focuses on students' challenges in organizing ideas before they begin writing. To address this, the researcher employed the clustering technique within the framework of classroom action research. By doing so, this study explores how clustering can be an effective strategy to systematically and continuously develop students' writing abilities through practical intervention.

1.2 Research Questions

The study seeks to answer the following research questions through cycles of action, observation, and reflection:

1. To what extent can the clustering technique improve the narrative writing achievement in terms of coherence, creativity, and detail development?
2. How does the implementation of clustering technique influence students' involvement in the narrative writing learning process?

1.3 Research Objectives

The primary objectives of this action research study are:

1. To determine the extent to which the clustering technique improves eighth-grade students' narrative writing achievement, particularly in the aspects of coherence, creativity, and detail development.
2. To investigate how the implementation of the clustering technique influences students' involvement in the narrative writing learning process.

1.4 Significance of the study

The research makes meaningful contributions both in theory and in practice. On the theoretical side, it adds to the development of English Language Teaching by illustrating how the clustering technique can help students better structure their ideas when writing narrative texts. In practical terms, the findings offer useful guidance for teachers and curriculum designers by proving that clustering can be applied as an effective teaching



approach to strengthen students' writing skills. Moreover, this study can serve as a useful reference for other researchers who wish to examine the use of clustering or design new teaching methods to further enhance students' writing proficiency.

1.5 Scope and Delimitation

1.5.1 Scope

This Classroom Action Research (CAR) focuses on examining how the clustering technique can help students organize their ideas more effectively when writing narrative texts. The study emphasizes how this strategy supports the development of students' writing skills, especially in idea generation, paragraph structure, and text coherence. The research carries out in two cycles, covering the stages of planning, action, observation, and reflection, to systematically monitor and evaluate students' progress. Limiting the implementation to two cycles is considered practical and sufficient to identify problems, apply solutions, and review the results within the available time and resources. The narrative text is used in study based on Indonesian folk tales, providing familiar and culturally relevant content to increase student interest and engagement.

1.5.2 Delimitations

The research is limited to a selected group of ninth-grade students at SMPN 1 Mojoagung during the 2024/2025 academic year. The study is conducted in two cycles to ensure the process remains focused and manageable while still allowing enough opportunity to observe the impact of the clustering technique in addressing students' writing challenges.

1.6 Definition of Key Terms

1. Clustering techniques

Clustering is a nonlinear brainstorming technique that allows writers to generate ideas freely and discover connections among them before drafting (Rico, 1983, p. 28) Based on Langan (2004, p. 27) through clustering, students can visualize their ideas, expand related points, and organize supporting details effectively, which makes the writing process easier and more coherent. It means that both of theories has same idea to provide the writing technique for writers to brainstorm before beginning their writing process.

2. Writing Skills



Writing skill is the ability to express ideas, information, or emotions effectively and coherently through written text. It involves several competencies, including mastering grammar, punctuation, organizing ideas logically, and considering the audience and purpose of the writing (Hyland, 2019; Nunan, 2015). Writing is considered a productive skill that plays a vital role in English language learning, especially for students learning English as a foreign language (EFL). According to Hyland (2019), writing is not merely putting words on paper but delivering ideas to readers with a clear purpose, making writing a social practice. Similarly, Nunan (2015) emphasizes that writing combines cognitive and linguistic processes, requiring students to develop, organize, and present ideas accurately. Oshima and Hogue (2014) add that effective writing should demonstrate unity, coherence, and adequate detail to convey meaning clearly. Despite its importance, many EFL students face difficulties in writing, especially in developing ideas, structuring their thoughts, and using precise language (Al Hosni, 2014; Graham & Perin, 2007). To address these challenges, effective prewriting strategies are recommended.

3. Narrative texts

Narrative texts, according to Setiawan in Lubis (2016), are stories written to amuse or entertain readers by presenting events, conflicts, and resolutions. These texts include genres such as fairy tales, folk tales, myths, humorous stories, and legends. For this study, the focus is specifically on folk tale narrative texts, which are culturally rich and relevant for enhancing students' writing skills.

