THE USE OF CLUSTERING TECHNIQUE IN TEACHING WRITING RECOUNT TEXT

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Abstract

This research was conducted to find out whether or not the use of clustering technique is effective in teaching writing recount text and if it is effective how effective is the use of clustering technique in teaching writing recount text. In doing this research, the researcher used pre experimental study in one group pretest and posttest design. This research was conducted to the eighth grade students of SMP Islam Bawari Pontianak in Academic Year 2015/2016. The researcher used cluster sampling and the sample of this research was class VIII A. The research found that the technique was effective to enhance students' recount text writing due to the t-test calculation result which was 10.55. The technique was significantly effective to enhance students' recount text writing as the result of effect size analysis categorized as high. It was concluded that the technique was able to be used in enhancing students' recount text writing and the effect was positive. The researcher recommends an English teacher at that school to use this technique as a variation in the teaching process, especially in teaching writing recount text.

Keywords: *clustering technique, writing, recount text*

INTRODUCTION

There are four language skills that should be mastered by the students who are studying English. One of them is writing. Writing is an activity which students do for generating their ideas in the written form. Writing is a useful tool for discovering and thinking. This skill becomes more difficult for students in any level of English because it needs hard thinking and produces word sentences, a paragraph at the same time. Moreover, the students face some problems in improving their writing skill. They cannot recognize or improve a sentence or paragraph correctly or they do not have an idea about what they want to write. These problems can be influenced by some factors that these are coming from internal and external students. The internal factors that can affect the students' writing are IQ, cognitive ability, talent, and motivation. And the external factors that can affect the students' writing are curriculum, material, approach, method, strategy, and technique of teaching and learning. So that the teacher should be creative in choosing the strategy and technique for teaching. In Kurikulum Satuan Tingkat Pendidikan (KTSP) and written in the standard competence in the syllabus, the second year students are expected to be able to express meaningful ideas in terms of functional text and simple short essay in form of descriptive and recount text. The work of writing is

presented in form of text types, usually known as genres, which are closely related to the purpose of each type.

Based on interviewed with English teacher in SMP Islam Bawari Pontianak, the eighth grade students had difficulties in writing. It can be seen that many students still confused when they want to write a good paragraph. It can occur because the students confused and do not know what to do or what to write. This happens because of some problems that faced by students when they start to write. First, they are difficult to start writing recount text. They confuse about what story that they are going to write. Besides, they have difficulties in gathering ideas. Lack of vocabulary and having less understanding in using simple past tense are others problem that they encounter. As a result, their writing score on recount text is still low.

Referring to the problems mentioned, the use of appropriate technique in teaching writing recount text is important. It is to gain students' motivation and attention about the teaching process. In this research, the researcher applied clustering as the technique in teaching writing recount text. Clustering is one of the techniques in a pre-writing activity that enrich idea before students start writing. According to Lunsford (2010, p. 57), clustering is a prewriting technique used by writers to produces ideas using visual scheme or chart. It means that clustering is a creative activity because when creating the clustering people tried to find things related to the topic using a visual scheme or chart. It is also stated by Kalandadze (2007, p. 6) Clustering is a technique used to see a visual map of our ideas and able to make us think more creatively in making a new association.This technique used to purpose as a technique in improving students writing ability in writing recount text.

Furthermore, previous research which was done by Yusuf and Saragih had proven that clustering technique can affect the improvement of the students' writing achievement. Besides, it also proven by Fahmi which was done the research about clustering technique that clustering technique can improve students' writing ability in descriptive text and students' vocabulary.

Clustering technique is known as a useful technique to help and guide students in generating their ideas in writing a paragraph. Clustering technique is a good technique that can be applied in writing recount text. The use of clustering technique in writing recount text gives some advantages: *First*, this technique is helpful for students to develop and generate their ideas systematically (Hafiz, 2014). This technique also encourages them to think in English because it can stimulate them to deliver their ideas in written form (Hafiz, 2014). *Second*, Clustering is a good way to turn a broad subject into a limited and more managable topic for a short essay (Buscemi, 2002, p. 14). In Clustering students are write words and phrases based on the topic, so they just focus on the topic given. *Third*, the students are easy to construct their ideas on the sentences into paragraph through ideas in clustering technique (Gorski, 2010). Using clustering make the students easier to write the paragraph, because they already have the ideas to write.

Besides of the advantages of using clustering technique in writing recount text, there is also the disadvantage of using clustering technique in writing recount text. *First*, clustering technique is not appropriate to use in writing a long paragraph or essay. It is supported by Wyrick (2011, p. 67) that clustering technique is only the surface of technique in teaching writing. So it is not effective or not suitable technique when it is used to write an essay writing

which has a long paragraph. That is why in this research the researcher chose simple writing recount text as the teaching material. *Second*, this technique can make students who not interest in visual learning will get bored and difficult. During the research, the researcher found some students not interest and think it is difficult to use but after the explanation step by step from the researcher they felt it is easy but they still think that more easier if it is not be used.

Clustering technique leads the students to create and think more creatively in writing. The product of writing can ease the reader in understanding the composition coherently. This technique is also one of the applications of students centered learning because the students will be led to be more active rather than the teacher in writing recount text.

From explanations above, the researcher conduct a pre experimental in this research more about teaching writing by using clustering technique (pre-experimental on the eighth grade students of SMP Islam Bawari Pontianak in Academic Year 2016/2017) and the researcher defines the research problems as follow: 1) Is the use of clustering technique effective in teaching writing recount text on the Eighth Grade Students in SMP Islam Bawari Pontianak in Academic Year 2016/2017? 2) If it is effective, how effective is the use of clustering technique in teaching writing recount text on the Eighth Grade Students in SMP Islam Bawari Pontianak in Academic Year 2016/2017?

Referring to the research problems, the purpose is defined as follows: 1) To find out whether or not clustering technique effective in teaching writing recount text on the Eighth Grade Students in SMP Islam Bawari Pontianak in Academic Year 2016/2017. 2) To find out how effective

is clustering technique in teaching writing recount text on the Eighth Grade Students in SMP Islam Bawari Pontianak in Academic Year 2016/2017.

Hypothesis is tasted as to whether they can be accepted or has to be rejected given the available evidence. Hypothesis is defined by Marczyk et al (2005, p. 8) as a prediction about answer to the research questions which then tasted by gathering and analyzing data. 1) Null Hypothesis (H_0) The use of clustering technique is not effective in teaching writing recount text on the Eighth Grade Students in SMP Islam Bawari Pontianak in Academic Year 2016/2017. 2) Alternative Hypothesis ($H\alpha$) The use of clustering technique is effective in teaching writing recount text on the Eighth Grade Students in SMP Islam Bawari Pontianak in Academic Year 2016/2017.

METHODOLOGY

The method of the research was experimental research and used pre-experimental research design. In this case, the researcher used one-group design by using pretest and posttest as the technique of data collection According to Cohen et al (2005) the pre-experimental research represent one group pre-test and post-test. The design as O is pretest – posttest and X is treatment. Best and Khan (2006) said "This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores.

Due to the research of this form is pre-experimental research, the researcher applied measurement technique to collect the data. The measurement obtained twice through pre-test and post-test. Pre-test is conducted to obtain the data before the

treatment. Post-test was conducted after the treatment given. In this research, written test has been used to collect the data from the students. The researcher used pretest and post-test in order to discover students' skill improvement in writing recount text. The students asked to write recount text based on a topic given.

Population is the total of all the individuals who have certain characteristics and are of interest to a researcher. The population of this research was the eighth grade students in SMP Islam Bawari Pontianak in Academic Year 2016-2017. Sample is a process of selecting a representative group from the population under study. In choosing the sample the researcher used cluster sampling technique. It is called cluster sampling because the unit was chosen is not an individual but, rather, a group of individuals who are naturally together (Donald Ary et al, 2010, p. 154). It was chosen because researcher assume that the sample have the same chance and the population was homogeny. Therefore, the sample of this research was class "VIII A" as they represent the entire population that has the same problem. It consisted of 35 students.

RESEARCH FINDINGS AND DISCUSSION

Research Finding

In conducting this research, the writer collected some data to be analyzed. The data was taken from one class that is VIIIA since this research was categorized as pre-experimental research. The data is calculated to show mean score of pre-test and post-test, significant test of students' score, and effect size analysis from the treatment. The summary of the results of pre-test and post-test were presented in Table 1.

Table 1. The Students' Score in Pre-test and Post Test

The Result of Students' Pre-test	The Result of Students' Post-test
$\sum X1 = 2009$	$\sum X2 = 2580$
$\overline{X_1} = 57.4$	$\overline{X_2} = 75.13$

The researcher applied this research in five meetings. The meetings were pre-test, three times of treatments, and post-test participated by 35 students for class VIII A. The meetings started on March 3th to April 27st, 2017. Population is the total of all the individuals who have certain characteristics and are of interest to a. researcher. Population is the total of all the individuals who have certain characteristics and are of interest to a researcher. The population of this research was the eighth grade students in SMP Islam Bawari Pontianak in Academic Year 2016-2017. Sample is a process of selecting a representative group from the population under study. In choosing the sample the researcher used cluster sampling technique. It is called cluster sampling because the unit was chosen is not an individual but, rather, a group of individuals who are naturally together (Donald Ary et al, 2010, p. 154). It was chosen because researcher assume that the sample have the same chance and the population was homogeny. Therefore, the sample of this research was class "VIII A" as they represent the entire population that has the same problem. It consisted of 35 students.

In the first treatment, the students seemed to be confused to think about what they would write and felt bored with the learning process, but after the researcher applied clustering technique in teaching writing recount text and explained how to make clustering technique step by step, the students

started to get involved and looked more enthusiastic in teaching and learning activity. During the first treatment, students were asked to do the activity in groups with four students in each group. Then, the researcher gave the topic to the students and asked them to make clustering based on the topic given. The researcher also guides the students in making the clustering. In the second treatment, the researcher requires the students to work in a pair rather than in a group. The researcher gave the same instruction which they should make the clustering based on the topic given, after that they should write it into the paragraph. For the third treatment, the students will work individually in making clustering and write the recount text based on the topic given. After the treatments was given, the students know how to start the writing recount text. It was due to the steps that must be done by students in Clustering Technique. Those steps helped students to create a framework in writing recount text. Which students write the words and phrases related to main topic then circle and line it to related part. In the second step of clustering students write the main part based on the generic structure of recount text; orientation, sequence of events, and reorientation, it make them easily to write the recount text based on generic structure. The repeated activities in each treatment were actually to improve their writing in recount text by using clustering technique which consequently resulted in their improved scores in the post-test than on the pre-test.

Table 2. The Process of Computation of the Test Significance of the Different Score of Pre-test and Post Test

No	Students' Code	Pre-Test score (x^1)	Students' Post Test score (x^2)	D (x^2-x^1)	D^2
1	S1	64	75	-11	121
2	S2	53	67	-14	196
3	S3	64	71	-7	49
4	S4	57	78	-21	441
5	S5	60	75	-15	225
6	S6	53	67	-14	196
7	S7	60	71	-11	121
8	S8	53	67	-14	196
9	S9	53	78	-25	625
10	S10	57	67	-10	100
11	S11	53	67	-14	196
12	S12	57	75	-18	324
13	S13	67	78	-11	121
14	S14	57	71	-14	196

15	S15	53	75	-22	484
16	S16	53	67	-14	196
17	S17	60	71	-11	121
18	S18	53	75	-22	484
19	S19	71	82	-11	121
20	S20	53	71	-18	324
21	S21	57	78	-21	441
22	S22	53	75	-22	484
23	S23	57	75	-18	324
24	S24	60	75	-15	225
25	S25	53	78	-25	625
26	S26	60	82	-22	484
27	S27	57	78	-21	441
28	S28	57	71	-14	196
29	S29	64	75	-11	121
30	S30	53	75	-22	484
31	S31	60	78	-18	324
32	S32	53	71	-18	324
33	S33	57	75	-18	324
34	S34	57	71	-14	196
35	S35	60	75	-15	225
	Total	**2009**	**2580**	**-571**	**10055**
	Mean	**57.4**	**75.1329**	**-16.3143**	**287.2857**

From the table II, can be concluded that the use of Clustering Technique during the treatment influenced the achievement in writing recount text. It can be shown by the maximum score of pre-test was 71 and the minimum score of the pre-test was 53. The result of pre-test showed the total score of the students was $\sum X1 = 2009$ and the mean score was $\overline{X}_1 = 57.4$ and it is qualified was **poor**. The maximum score of post-test was 82 and the minimum score was 64. The result showed that the total score of students' post-test was $\sum X1 = 2580$ and the mean score was 75.13 and it is qualified was **average to good**. The pre-test was given before the treatment or the process of teaching. The post-test was held after the treatment.

After calculating the mean of both pre-test and post-test, the researcher then calculated the different score which was described by the calculation below:

$$D = \overline{Y} - \overline{X} \ldots\ldots(1)$$

$$= 75.13 - 57.4$$

$$= 17.73$$

The result 17.73 indicated that there was a difference of degree as much as 17.73 between variable X and Y. In order to complete the calculation, the researcher then tried to find out the

degree of freedom (df) which is described below:

$$df = N - 1 \ldots\ldots\ldots\ldots(2)$$
$$= 35 - 1$$
$$= \mathbf{34}$$

To know whether the use of Clustering Technique effective or not in students' recount text writing, the hypothesis must be tested. The test was required to know that the null hypothesis (H_0) was accepted or not, or whether the alternative hypothesis (Ha) was accepted or not. In this research, hypothesis was tested by using t-test (two-tailed). In t-test computation, if $t_{obtain} < t_{table}$, It meant that H_o was accepted. Instead, if $t_{obtain} > t_{table}$, It meant that H_a was accepted. To test the hypothesis, the manual computation was provided below. The calculation of the t-test can be described as follow:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}} \ldots\ldots\ldots\ldots(3)$$
$$= \frac{17.73}{1.68}$$
$$= \mathbf{10.55}$$

In the table of *t* distribution values with df = 34, The significant level α= 0.05 is equal with 2.032 of t-distribution value, and Significant level of α= 0.01 is equal with 2.728 of t-distribution value. After the calculation of t-test of pre-test and post-test, the result showed that t_{obtain} was 10.55. So, it was described as 2.032<10.55> 2.728. It meant that Null hypothesis (H_o) was rejected and Alternative hypothesis (H_a) was accepted because t_{obtain} is higher than t_{table} on significant level α=0.05 (10.55> 2.032) and significant level α=0.05 (10.55>2.728). It was concluded that Clustering Technique is effective in teaching students recount text writing of eight grade students' of SMP Islam Bawari Pontianak

After counting the significant score of pre-test and post-test, the writer found the effectiveness of treatment. The computation of effect size is as follow:

$$ES = \frac{\bar{Y} - \bar{X}}{SD_{pooled}} \ldots\ldots\ldots\ldots(4)$$
$$= \mathbf{5.4}$$

From the result above, the score of the effect size is categorized as **high** where the ES (5.4) > 0.8, which means that the use of Clustering Technique has a highly significant effect in students' achievement of writing recount text.

Discussion

Regarding the research findings, the researcher found out that the use of clustering technique gave the positive contribution toward the students' ability in writing recount text and also in their learning. It is strangest the theory of Valdez (1996, p.38) that clustering enables students to develop their own learning effort. So, it will lead the students to help them to improve their ability and achievement in learning.

Through this research, the researcher found that the use of clustering technique in teaching writing recount text is appropriate in students' learning process where the teacher wants the students to be able to write and express their ideas and their experiences in form of recount text. By using clustering technique in teaching writing also make the students more creative in producing ideas. It is reconfirm definition of clustering by Lunsford (2010:57) that clustering is a prewriting technique used by writers to produce ideas using visual scheme or chart. It means that clustering is a creative activity because when creating the clustering students tried to find

things related to the topic using a visual scheme or chart. From the data analysis in the previous part, it was found that the students' writing recount text increased significantly after the class received a three-time treatment by the application of clustering technique. So, this technique helped the students to find and generate ideas before they start to write.

However, in the first treatment, the students seemed to be confused to think about what they would write and felt bored with the learning process, but after the researcher applied clustering technique in teaching writing recount text and explained how to make clustering technique step by step, the students started to get involved and looked more enthusiastic in teaching and learning activity. During the first treatment, students were asked to do the activity in groups with four students in each group. Then, the researcher gave the topic to the students and asked them to make clustering based on the topic given. The researcher also guides the students in making the clustering. In the second treatment, the researcher requires the students to work in a pair rather than in a group. The researcher gave the same instruction which they should make the clustering based on the topic given, after that they should write it into the paragraph. For the third treatment, the students will work individually in making clustering and write the recount text based on the topic given. After the treatments was given, the students know how to start the writing recount text. It was due to the steps that must be done by students in Clustering Technique. Those steps helped students to create a framework in writing recount text. Which students write the words and phrases related to main topic then circle and line it to related part. In the second step of clustering students write the main part based on the generic structure of

recount text; orientation, sequence of events, and reorientation, it make them easily to write the recount text based on generic structure. The repeated activities in each treatment were actually to improve their writing in recount text by using clustering technique which consequently resulted in their improved scores in the post-test than on the pre-test.

Clustering Technique was proven effective to help students develop and generate their ideas in process of making recount text. It was indicated by the different scores that were gotten by the students before and after the treatments implemented in their class. Most of the scores were higher after the technique was introduced and implemented in that class rather than before the technique applied. Based on the data analysis, the calculation of the Effect Size was categorized as strong effect that led the researcher to reject the Null Hypothesis and concluded that the use of clustering technique gave highly significant effect in increasing students' writing recount text. So, the problem of this research can be answered that the use of clustering technique was effective in teaching writing recount text on the eighth grade students in SMP Islam Bawari Pontianak in Academic Year 2016/2017.

Clustering technique is considered very effective since it provides the place for the students to store many key words or vocabularies which may be used in their writing. This also draws another advantage for them; clustering enriches their vocabulary as they were compelled to write every single word in English. Despite the strength which has been mentioned, there were also found some potential weaknesses of this technique. The technique may lead the students to ignore the grammatical aspects in their writing and it can take longer time for the students to finish

their writing, compared to their usual writing routine.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings, it is concluded that clustering technique gives the strong effect in teaching writing recount text to the eighth grade students in SMP Islam Bawari Pontianak in academic year 2015/2016. Through clustering technique, students can get many advantages. They can develop and generate their ideas systematically, they can improve their writing skill, and they can also improve their achievement in learning English.

Applying clustering technique in teaching writing does not mean it is always appropriate and will always work. However, the students who are given the opportunity to become more engaged in the learning process and in improving their writing skill often do have their sense of self-improved because they know how to reflect their experience.

Based on the research findings and the analysis of the test result, the researcher sum up the use of Clustering Technique as a learning technique in teaching writing recount text was considered as effective particularly in pre-writing stage.

Suggestion

Based on the result of this research, there is a positive effect in using clustering technique in teaching writing recount text. However, this technique is not only one alternative technique in teaching writing since there are still a lot of technique that can be used to teach writing in junior high school. Based on the result of this research, the researcher would like to propose some suggestions as follows: (1) For the teacher, the teacher should be able to select the appropriate technique in teaching because each technique has advantages and disadvantages. In addition, the teacher should be more creative in providing the topic which can make students interested in writing activity. Clustering is one of the techniques in teaching writing that the researcher suggested for the teacher in teaching writing because this technique can help the students in listing the word related to the topic given and make them easier to start the writing. (2) For the students, the students should be more active and creative in the classroom.They have to train themselves to write at home and ask questions in the classroom. However, the students should be more creative in learning writing not just only depending on material given by the teacher in the classroom but should be more practices at home. (3) For the researcher, who is going to conduct the same study, it is suggested to prepare the topic based on the student's ability and also can use some instrument like pictures to attract students attention.

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