<u>LEMBAR PENGESAHAN ARTIKEL ILMIAH</u>

THE EFFECT OF USING CLUSTERING TECHNIQUE IN STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE FIRST GRADE SMPN 2 RAMBAH HILIR

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THE EFFECT OF USING CLUSTERING TECHNIQUE IN STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE FIRST GRADE SMPN 2 RAMBAH HILIR

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ABSTRAK

Penyebab rendahnya kemampuan menulis teks deskriptif siswa kelas VII SMPN 2 Rambah Hilir adalah mereka tidak tahu bagaimana caranya menulis teks deskriptif yang benar, dan kurang waktu untuk latihan. Hasil analisis menunjukan bahwa adanya pengaruh yang signifikan antara pengajaran teks deskriptif dengan menggunakan teknik klustering, itu bisa dilihat dari nilai $t_0(t_{hitung})$ = 6,442 lebih besar dari pada nilai $t_t(t_{tabel})$ pada derajat signifikansi 5% = 2,00 dengan menggunakan uji t. Dan bisa di simpulkan bahwa ada pengaruh yang signifikan antara pengajaran menggunakan teknik klustering.

Kata Kunci   : *Teknik klustering, teks deskriptif.*

ABSTRACT

The students' writing skill of descriptive text at the first grade SMPN 2 Rambah Hilir was low because they do not know how to write a good descriptive text and lack of time to practice. The findings shows that there is any significant effect between teaching descriptive text with using clustering technique. It can be seen of the value of $t_0(t_{value})$ = 6,442 is bigger than $t_t(t_{table})$ with significance 5%= 2,00 by using t-test. It can be concluded that there is any significance effect between teaching descriptive text by using clustering technique.

Key Words   : *Clustering technique, writing descriptive text.*

INTRODUCTION

A.   Background of the Problem

Writing is one of the language skills used by someone to express her/his ideas in writing. According to Hyland (2004:20) writing is activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences.

Writing also needs a lot of considerations such as: structure, vocabulary, form, unity and etc. Writing is also strictly difficult for many students, that are: they spend considerable time to correct their compositions only to find the effective way to make a good writing in writing a paragraph and essay. The students of SMPN 2 Rambah Hilir still difficult to understand how to write a good writing.

Based on the researcher' observation when he did teaching practice at SMPN 2 Rambah Hilir, some students still difficult to study about writing subject because of some factors. First, they do not know how to start a good writing, it makes them bored and confused. Second, there are had mistaken in writing English, such as poorly organized, grammatically awkward, devoid of sentence structure variety, and weak in vocabulary usage. However, one of the important reasons for all of this that learners have not been helped to become motivated, learning for her/his own style, or self – sufficient. The fact is students will not devote their efforts to learning an effective writing, if they do not have a need or desire to learn it. However, when students are duly motivated, they will become involved in learning writing and will learn it autonomously.

On the other hands, descriptive text is not simple as tought, a small scale survey shows that students' problems in writing a descriptive text are as follows: no ideas to write about, difficulty in organizing ideas, limited range of vocabulary, no motivation to write, and lack of confidence in grammar. However, at the beginning of writing activity that including in writing descriptive text, students have to find out the ideas to write about. Unfortunately, getting stuckof ideas is often faced by students and it can be a block in writing activity, as a result, writing process goes slowly and stops immediatelly.

There are several sources that students can use to develop their writing skills. Not only experience and kind of media excellent sources of inspiration but also a newspaper and magazine article can trigger a whole flow of ideas. The visual media can also help students in generating topic for their writing. Students might get an idea from various media like a clustering technique. Indeed, anything that students see or read can serve as starting point. When students want to choose a topic to write, they have to eliminate the least appealing choices and select the one that they interest most. A strong interest in the subject matter will make the writing task easier.

The researcher is very interested to choose clustering as a source for students to develop their writing skill. Using a clustering students can develop their writing skill and easier to develop the ideas. From the explanation above the researcher would like to apply a technique how to write a descriptive text among students of Junior high school for the first grade students in SMPN 2 Rambah Hilir in writing skill based on

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clustring. Based on the explanation above, the researcher given the title about: "The effect of using clustering technique in students' writing skill of descriptive text at the First Grade SMPN 2 Rambah Hilir."

E.   Purpose of the Research

The purpose of this research are to find out:
1. To find out whether the significant different of students' writing skill of descriptive text between students in experimental class and conventional class in pre-test.
2. To find out whether the significant effect of students' writing skill of descriptive text between students who are thought by using clustering technique and who are thought by using direct instruction in post-test?

REVIEW OF RELATED LITERATURE

A.   Review of Related Theories

1.   Nature of Writing Skill

Writing is an important skill that should be learned by students in language learning. Writing is a kind of process or activity that needs much time to make a good writing. It needs time to think, to write, to edit, and to rewrite in order to make a good composition. It also takes more study and practices. According to Hedge (2005:10) writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.

Furthermore, Hedge (2005:5) mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text. All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

2.   Descriptive Text

Descriptive text is kind of genre which has been taught in junior high school. The tense that used in descriptive text is simple present tense. According to Clause, Description adds an important dimension to our lives because it moves our emotion and expands our experience. Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of escriptive travel essay in magazines and newspapers.

The function of descriptive text is to entertain, express feelings, relate experience, inform, and persuade the reader. According to clouse in Alawi (2011:21) purpose of descriptive text in her book that are:
1. To entertain. An amusing description of a teenager's bedroom.
2. To express feelings. A description of your favorite outdoor retreat so your reader understand why you enjoy it so much.
3. To relate experience. A description of your childhood home to convey a sense of the poverty you grew up in.
4. To inform (for a reader unfamiliar with the subject). A description of a newborn calf for a reader who has never seen one.
5. To inform (to create a fresh appreciation for the familiar). A description of an apple to help the reader rediscover the joys of this simple fruit.

It means that descriptive text has some function to make the reader interest to read the text, because it can be entertain, and the writer can relate his experience to all of the reader. According to Bachtiar and Yuniarti (2008) descriptive text has some compenents that are:
a.   The generic structure of descriptive text are :
1. Identification: Identifies the person, place or thing to be described.
2. Description : Describe parts, qualities and characteristics of the person, place or thing.

b.   The generic features of description are:
1. Verb in the present tense.
2. Adjective to describe the features of the subject.

Based on the explanation above, it can be concluded that the criteria of descriptive text not only to entertain, express feelings, and persuade the reader, but also descriptive text has some compenent that used in writing a descriptive text.

3.   Clustering Technique

Clustering is almost like drawing a map, using circles, lines, arrows, and words. It is a technique aimed at pulling as many different related thoughts out of your mind as possible, and as quickly as possible. On any given subject, each person's cluster will be different from other students' cluster. For example: if the given topic was "fauna", the writer would write word "fauna" in the center of the page. Then, using other lines and circles and arrows, the students would write down words representing thought, ideas, feelings, objects, or actions.
According to Wanner (2004) Clustering is a division of data into groups of similar objects. Clustering is a process of reorganizing and rearranging (moving) the most important ideas and information from reading materials or textbooks and converting them into a diagram with your own words to help you understand and remember what you read. Because clustering makes it easier to organize and remember what you have read, it is useful technique.

4.   Teaching Writing Skill of Descriptive Text by using Clustering Technique

Writing is a real-life reality. It is in social, work or study situations. Teaching writing on EFL is to get things done and to form and maintain social relationships. In reality, the teacher can teach the students such as letter, journals, notes, instructions, essays, reports. Teaching writing is a way of conveying messages or just to keep a record of what is in our mind.

According to Teo (2007) in collaborative writing students are encouraged to brainstorm ideas in pairs or groups,

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to give each other feedback, and to proofread and edit each other's writing. In this stage, students are given a topic for building up their writing by using clustering technique. It can help students to develop their adeas, they can get many opinion from one topic.

Moreover, in the ELT classroom, especially in traditional pedagogy, the teacher gives a topic or selection of topics, a set of requirements, and a time limit. The students finish the task within the time limit and hand in the product. The students' work is evaluated based on the accuracy of the final product.

In ELT, there are many techniques to teach writing which are very crucial means to consolidate language used in learning EFL. Therefore, to motivate students, applying techniques to teach writing is necessary to engage them in some acts of communication.

RESEARCH METHODOLOGY

A. Research Design

This research was "An *Experimental research Design*" focus on quantitative approach. This research used experimental design in which one group pretest-posttest design. It involved one group as experimental group and control group. The experimental group be taught by clustering technique. The indicators that compare about students' writing skill before and after taught by using clustering technique. The indicators are as follow:

Class	Pre-test	Treatment	Post-test
Experiment	X1	T	X2
Control	Y1	_	Y2

Note:

X1 : The students' writing skill before treatment of experimental class.

Y1 : The students' writing skill before treatment of control class.

T : Teaching writing by clustering technique (treatment).

X2 : The students' writing skill after treatment of experimental class.

Y1 : The students' writing skill after treatment of control class.

B. Population and Sample

1. Population

The population of this research was the first year students of State Junior High School 2 Rambah Hilir in academic year 2014/2015. The researcher interviewed the vice principles of the first grade in SMPN 2 Rambah Hilir are homogeny. If these classes are homogeny, the researcher selected two class for distributing control and experimental class by using cluster random sampling. Class VIIA was chosen for control class and class VIIC was chosen for experimental class. Therefore, the population of this research was four classes of the first year students in SMPN 2 Rambah Hilir.

2. Sample

Since the number of population can be consider large, the researcher used cluster random sampling. So, the number of the students as the sample of this research is 62 students. All students had the same chance to be a sample.

C. Technique of Collecting the Data

In collecting the data, the researcher collected the data by given a test. The test consist of pre-test and post-test. The function of pre-test is to know students' writing skill were homogenity and normality. The function of post-test is the to know students' writing skill after give the technique. The test was given by writing a descriptive text based on clustering, which relates to the topic given.

D. Technique of Analyzing the Data

After receiving the student's scores, the researcher analyzed them for the presentation and interpretation in chapter IV later on. In analyzing the data based on to the students' test of writing skill, the researcher used analytical scoring rubric adapted from Weigle in Alawi (2011:116). There are four components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, and Grammar.

Futhermore, to find the normality and homogeneity data, the researcher used SPSS. The researcher calculated deviation between pre-test and post-test of experimental and control group. The following table of the analytical scoring that the researcher used to analyze the students' writing skill. To find the description of the student's score in writing descriptive text, the researcher used formulas as follows:

1. To find the Student's Score: $\frac{C+O+V+G}{4}$

   Note:
   C = Content of descriptive text
   O = Organization
   V = Vocabulary
   G = Grammar
   4 = The Number of Compenents.

2. In finding total score: SC: $\frac{X}{3}$

Note:
SC = Total Score.
X = Student's scor of rater.
3 = Raters.

3. To find the level of mastery in writing descriptive text by using clustering technique by using Norm Referenced – Assesment in Cholisoh (2007:31):
   $\frac{\text{The obtained Score}}{\text{Theinded Maximum Score}}$ X 100%

4. In calculation the student's range and classification, the researcher used the formula as follows:

Table 7
Range Scores and Classification

No	Range Scores	Classification
1	81-100	Excellent
2	61-80	Very Good
3	41-60	Adequate
4	21-40	Fair
5	0-20	Weak

Harris. D (1987:79)

5. To find the percentage students' score classification by using the formula from (Sudijono, 2009:43):

$$P = \frac{F}{N} \times 100\%$$

Note:
P = Percentage of students
F = Number percentage of each letter case
N= Number of Students

In analyzing the data collected from the test, the researcher analyzed them by using t-test. It used to know significance difference between the students' writing skill and to know significance effect between using clustering technique in the pre-test and in the post-test. The formula of using t-test as follows:

$$t = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Note :
t = t-test
M_1 = The Mean Score of Experimental Class
M_2 = The Mean Score of Control Class
SE_{M1-M2} = Standard Eror Mean

Once the data obtained, the data in the statistical analysis used t test (Studens' t) with a significance level 5%. Aplicable testing criteria are: Accepted H_1 if where in the can from the distribution list and opportunities with significant level of 5%. For prics of other t H_o rejected. To analyze the data, the researcher used SPSS.

RESEARCH FINDINGS

A. The Description of the Research

The score of the students' writing skill of descriptive text were measured by using a writing test. In writing test, the researcher tried to find out the students' skill in writing descriptive text based on clustering technique given that consist of one particular topic to be made in short paragraph only.

Table 4.1
The improvement of students' writing skill

Class	Pre-Test	Post-Test	Improvement
Control Class	42,94	52,55	9,61
Experimental Class	41,20	63,17	21,97

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Based on the table above, improvement score of experimental class and then improvement score of control class. As we can see on the table above, the improvement of experiment group was 21,97 and the improvement of control class was 9,61, it means that improvement of experimental group is bigger than control class. The improvement or progress explained that teaching writing by using clustering technique had the significance different in students' writing skill of descriptive text.

Based on the Histogram above, the researcher concluded that the comparison improvement between control class and experimental class had different result, in experimental class used the technique, and control class without technique. It can be seen in experimental class, the student's had a good chance after applied the technique. It means clustering technique had a good effect for students' writing skill, especially in writing descriptive text.

C. Discussion

Based on the calculation result of testing hypothesis, it can be explained as follows:

1. **There is no significant different of students' writing skill of descriptive text between students in experimental class and conventional class in pre-test.**

The processes of given pre-test in students' writing skill of descriptive text were preceded by giving direct instruction, it means in pre-test the students write a descriptive text without the technique. Furthermore, there is no significance different of students' writing skill of descriptive text between students in experimental class and conventional class in pre-test.

This finding is closely related to Arends (1997: 66) says direct instruction is rather straight forward and people master in a relatively short period of time. It was especially designed to promote students learning of procedural knowledge that is well structured and can be taught in a step. Besides, direct instruction is a traditional technique that is specifically designed to enhance academic learning time.

It does not assume that students will develop ideas on their own. Instead, it takes learners through the steps of learning systematically, helps them see both the purpose and the result of each step. When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students are likely to use their time more effectively.

2. **There is significant effect of students' writing skill of descriptive text between students who are thought by using clustering technique and who are thought by using direct instruction in post-test.**

The result of second hypothesis test shows that clustering technique is more effective than direct instruction in

the first grade of students' writing skill at SMPN 2 Rambah Hilir.Where the mean grade of students who are taught using clusstering technique is (63,1723) is bigger than those who are taught by using direct instruction (52.5532).

It can be concluded that the students who are taught using clustering have better writing competence than those who are taught using direct instruction. It means that the students who are taught using clustering technique have better writing competence than those who are taught using direct instruction.By using clustering technique in teaching writing gives the students good way how they explore their writing skill well.

The students was given a cluster and asked to write for specific information. Furthermore, it gives the students' opportunity to begin to write as they want freely. By presenting variety of different main words, then, it is easier to find something that will attract the learner and may even encourage further writing. Reid (1993: 6) mentions that the invention of clustering helps writers to generate, develop, and arrange their ideas. It can be said that clustering helps the learners in developing their idea, that means clustering is a kind of prewriting activity which takes place in the classroom, it use lines, boxes arrows and circles to show relationship among ideas.

Moreover, students who are taught using clustering technique feel that they are learning a real language which is alive. Some are motivated when they come to know that they are trying to learn a real language; language that is used for communication in written form. They learn how to generate, develop, and arrange the ideas that have to be used in their everyday lives as a valuable and satisfying writing. It can be said that clustering helps the learners in developing their idea. The goal of clustering is to determine the intrinsic grouping a set of unlabeled data.

D. The Limitation of the Research

The researcher has afforded to conduct a better research to reach maximum research result. However, the researcher realized that stil there were the limitations of the research, such as; This research focused in writing aspect about descriptive text, Therefore, it could not be treated on the other learning material or event other genres of texts.

CONCLUSIONS AND SUGGESTIONS
A. Conclusion

This is an experimental research that applied clustering technique which were associated with writing descriptive text. After analyzing the data, it can be concluded that:

1. There is no significant different of students' writing skill of descriptive text between students in experimental class and conventional class in pre-test.
2. There is significant effect of students' writing skill of descriptive text between students who are thought by using clustering technique and who are thought by using direct instruction in post-test.

B. Suggestion

Based on the research findings, there are some suggestions which are addressed to the teachers, students, and other researchers.

1. For the Teachers

a. In order to improve the student's writing ability at School, English teachers are suggested to apply clustering technique in writing activities as one of techniques used in teaching writing.
b. Teachers are suggested to be more creative and innovative in using various kinds of interesting teaching techniques which accompany the materials, so that the students will be more active and encouraged to learn in the class.

2. For the Students

a. Students are suggested to apply clustering technique in writing.
b. Students are suggested to write more by applying the technique so they will be more skillful in writing.

3. For the other researchers

For the researches who interested to conduct the research more detail about the effect of using clustering technique for teaching writing, the researcher hopes that the research findings can be used as a starting point of the future researchers who have the same problems and this research can be utilized as reference.

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