

LEMBAR PENGESAHAN ARTIKEL ILMIAH

**Improving First Grade Students Skills in Writing Narrative Text Through Clustering Technique at
SMKN 1 Bangun Purba**

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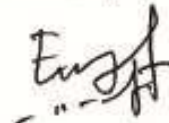
Oleh:

Pembimbing I



Rivi Antoni, M.Pd
NIP.198112032009031001

Pembimbing II



Evi Kaszulita, S.Pd
NIDN. 1010088701

Mengetahui,

Ketua Program Studi



Pipit Bahayu, M.Pd
NIP.198601312009032002

IMPROVING FIRST GRADE STUDENTS SKILLS IN WRITING NARRATIVE TEXT THROUGH CLUSTERING TECHNIQUE AT SMKN 1 BANGUN PURBA

Joni Saputra^{*)}, Rivi Antoni¹⁾, Evi Kasyulita²⁾

^{1 & 2)} English Study Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian

Abstrak

Belajar Bahasa Inggris digunakan untuk meningkatkan kemampuan siswa dalam berkomunikasi dengan baik dan benar, baik secara lisan maupun secara tertulis. Penelitian ini adalah penelitian tindakan, tujuan dari penelitian ini adalah untuk meningkatkan keterampilan siswa dalam menulis teks naratif. Hasil penelitian ini menunjukkan bahwa adanya beberapa perkembangan setelah dilakukannya Siklus 2. 12,5 % siswa berada pada level sedang, 81,25 % siswa berada pada level bagus, dan 6,25 % siswa berada pada level sangat memuaskan. Kesimpulan dari penelitian ini adalah kemampuan siswa/i dalam menulis teks naratif dalam kategori baik. Saran untuk guru, guru harus memberikan berbagai teknik atau bahan yang bervariasi bagi siswa/i untuk mengembangkan ide-ide mereka.

Kata Kunci : Kemampuan Menulis, Teks Narasi, Teknik Klustering.

Abstract

Learning English directed to determine the students skill to communicate well and correctly, both spoken and in writing. This research is action research, the purpose of this research is to improve students writing narrative skills. The result of this research showed that there are some improvement after getting the second cycle. There are 12,5 % students was in fair level, and 81,25 % students was in good level and 6,25 % students was in excellent level. The conclusion of this research is the students skill in writing narrative text in the good category. The suggestion for the teacher, The teacher should provide various techniques or materials for students to develop their ideas.

Key words : Writing skill, narrative text, clustering technique

INTRODUCTION

Education is an inseparable need from the human's life. It can be acquired formally from the elementary school to tertiary level. It has important rule in human's life. The quality of human's depends on the level of the education. With regards to language education. English is the important subject that has to be taught to the students. There are some skills in learning English such as: speaking skill, reading skill, listening skill and writing skill.

There are some problems of the students in writing at the first grade of SMKN I Bangun Purba: Firstly, Most of the students do not have good ability in writing English. Some students are not able to develop their ability, because they have poor in writing skills. Students who are active in learning process are only four or five students in every meeting, most of them are listening to what their friends speak. Secondly, Most of the

students are afraid to write, it causes of they have less vocabularies. And the last, They are also worried about making mistake in writing.

According to the facts, writing English skills in SMKN 1 Bangun Purba is poor. From their learning activities in every day, only a few students interested when a teacher offered them to write the material. In addition, they are also worried about making mistake in writing english. They are affraid if their own English writing skills still low. On the other hand, A teacher should be able to make his or her students interested in writing.

Based on the previous observation in the first graduate of SMKN 1 Bangun Purba, most of the students did not want to write English cause of they don't master about writing, actually about the grammar and vocabulary.

It can be identified during the learning process and giving writing test about writing narrative text. From

^{*)} 1 & 2) = Writer Responsible

^{*)} Hp : 081365937981. E-mail : Joni.Saputra910@yahoo.com

30 students in the class, the result of test shows that only 4 students got excellent, 9 students got good, and the others got poor. It means 13,3 % were categorized as excellent, 30 % were categorized as good and 56,7 % were categorized as poor students.

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. According to (Meyers in Intan Karolina 2006) states that writing is a way to produce language you do naturally when you speak.

Writing is a process how to practice our language skills.(Ozhima and Hogue 1999: 3) Writing is a *process*, not a “product”. Abu Rass (in Zainil 2008:76) Writing is a difficult skill for native speakers and non native speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization.

Narrative is a text that telling the stories or past events and the function is to entertain the readers. Narrative is a form of discourse that seeks recounts an incident or event so that it looks as if the reader see or experience the event (Hilda Nurul Mawaddah : 2011).

According to (Anderson in Intan Karolina: 2006) states that the steps for constructing a narrative are:

1. *Orientation/ exposition*

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2. *Complication/ rising action*

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpted did not happen. This complication will involve tha main charcters and oven serves to (temporally) toward them from reaching their goal.

3. *Sequence of event? Climax*

This is where the narrator tells how the character reacts to the comlication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audiens is given the narrator’s poiunt of view.

4. *Resolution/ falling action*

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ‘How did it end’?)

5. *Reorientation*

Clustering technique is one of the prewriting activities that can help man to generate the ideas (Ika and Johan, 2013: 5). According to Noel (in Ika and Johan,

2013: 5) clustering is a method of “mapping” your ideas as they come into your mind.

Purpose of this research are: 1. To identify that the clustering technique can improve and depelop the writing skills of the first grade students of SMKN 1 Bangun Purba. 2. To explain what factors influence the students skill in writing narrative text by using clustering technique at first grade students of SMKN 1 Bangun Purba.

RESEARCH METHODOLOGY

This reseacrh is action research, Based on Hopkin (in Emzir, 2012:233). "Action research is a process designed to empower all participants in the process (students, teachers, andother participants) with a view to improving practices held in the educational experience".

According to (Arikunto, 2010:172), Population is all the subject of the research. The Population in this study are the first grade students of SMKN 1 Bangun Purba in academic year 2014/2015, which consists of 16 students. This research conducted in November, 10 up to December, 30 in 2014/2015 Academic Year.

To obtain the data needed in this research, the researcher investigated the object by applying “testing”. it is aimed to collect the real data resources about the students in first grade students of SMKN 1 Bangun Purba in using clustering in writing. In this case, the students demanded to write the narrative text and the topics was free.

In technique of analyzing the data, the researcher used Sudijonos formula (2009 : 80)

$$Mx = \frac{x1 + x2 + x3 + x4 + x5 + \dots + xn}{N}$$

Mx = The mean of the students
 x_1, x_n = The Score of the Students

Or:

$$Mx = \frac{\sum x}{N}$$

Where :

Mx = The mean of the students
 $\sum x$ = The total of scores
 N = The number of students

FINDINGS AND DISCUSSIONS

First Cycle

In this section, the researcher prepared all that necessary in his learning process, that consist of lesson plan, attendance list and the materials.

At the first meeting of this cycle, the topic discussed was “Narrative text”. In the pre-activity, the

teacher started the class by checking the students attendance list and continued by introduced the technique used in learning learning process. After the explanation given, the teacher gave warm up to the students as the background knowledge about the topic discussed. A few students gave the response when the teacher asked, "What is the narrative text?". After the teacher gave warm up to the students, the teacher explained about the materials. The teacher explained about the narrative text, the tense that used in narrative text, and generic structure of narrative text.

At the end of the class, the teacher gave the test to the students as the test in first meeting. The teacher asked the students to make narrative text through clustering technique and the title was free.

At the second meeting, the teacher also started the class by checking the students attendance list as pre-activity, continued by introduced the technique used in learning learning process. The teacher gave some explanation related to the topic. The lecturer gave an example about the narrative text.

At the end of the second meeting class, the teacher also gave the test to the students as the test in second meeting. The teacher also asked the students to make narrative text through clustering technique and the title was free too.

At the third meeting of first cycle, the teacher started the class by checking the students attendance list and giving motivation. The teacher gave the explanation about the topic, gave the example about narrative text and the technique that used in learning process.

At the end of the third meeting class, the teacher also gave the test to the students as the test in third meeting. The teacher also asked the students to make narrative text through clustering technique and the title was free too.

After applied the technique in three meetings, so, in fourth meeting, the researcher did the writing test. And the result can be seen in table.1

Table.1

The students percentage score in writing skill (Cycle 1)

No	Range Score	Ability Level	Frequency	Percentage
1	3.34 – 4.00	Excellent	0	0 %
2	2.34 – 3.33	Good	0	0 %
3	1.34 – 2.33	Fair	16	100 %
4	0.34 - 1.33	Poor	0	0 %
5	0 – 0.33	Very poor	0	0 %
6	Total		16	100 %

Based on the description above, the researcher found that all of the people was in fair level, but there are some improvement in first cycle than before. 100 % students was in fair level, its mean that there are some improvement, but the students writing skills still low, the students still have problem in writing narrative text. After getting the Students percentage score, the researcher found all of the students was in *fair* level.

Second Cycle

In this cycle, the researcher focused to improve the problem that found in first cycle. In this section, the researcher prepared all that necessary in his learning process, that consist of lesson plan, attendance list and the materials.

At the first meeting of this cycle, the topic discussed also about "Narrative text". In the pre-activity, the teacher started the class by checking the students attendance list and continued by introduced the technique used in learning learning process. After the explanation given, the teacher gave warm up to the students as the background knowledge about the topic discussed. After the teacher gave warm up to the students, the teacher explained about the materials. The teacher explained about the narrative text, the tense that used in narrative text, and generic structure of narrative text.

At the end of the class, the teacher gave the test to the students as the test in first meeting. The teacher asked the students to make narrative text through clustering technique and the title was free.

At the second meeting, the teacher also started the class by checking the students attendance list as pre-activity, continued by introduced the technique used in learning learning process. The teacher gave some explanation related to the topic. The lecturer gave an example about the narrative text.

At the end of the second meeting class, the teacher also gave the test to the students as the test in second meeting. The teacher also asked the students to make narrative text through clustering technique and the title was free too.

At the third meeting of first cycle, the teacher started the class by checking the students attendance list and giving motivation. The teacher gave the explanation about the topic, gave the example about narrative text and the technique that used in learning process.

At the end of the third meeting class, the teacher also gave the test to the students as the test in third meeting. The teacher also asked the students to make narrative text through clustering technique and the title was free too.

After applied the technique in three meetings, so, in fourth meeting, the researcher did the writing test. And the result can be seen in table.

Table.2
The students percentage score in writing skill (Cycle 2)

No	Range Score	Ability Level	Frequency	Percentage
1	3.34 – 4.00	Excellent	1	6.25 %
2	2.34 – 3.33	Good	13	81.25 %
3	1.34 – 2.33	Fair	2	12.5 %
4	0.34 - 1.33	Poor	0	0 %
5	0 – 0.33	Very poor	0	0 %
6	Total		16	100 %

Based on the description above, the researcher found that there are some improvement after getting the second cycle. There are 12,5 % students was in fair level, and 81,25 % students was in good level and 6,25 % students was in excellent level. its mean that there are some significant improvement from the first cycle and then the second cycle after applying clustering technique in the learning process to improve students writing narrative skills.

Based on analyzing of the data, it can be concluded that using clustering technique can improve the students writing narrative skills at the first grade students of SMKN 1 Bangun Purba. The Factors that improve the students writing narrative skills through clustering technique are : The teacher ability in learning process, the technique that used in learning process.

CONCLUSIONS AND SUGGESTIONS

After having completed analyzing the data, the researcher can conclude this research as follows:

1. Clustering Technique can improve the First Grade Students Skills In Writing Narrative Text Through Clustering Technique At SMKN1 Bangun Purba.
2. The factors that influence the Students Skills In Writing Narrative Text Through Clustering Technique are :
 - a. The teacher ability in learning process.
 - b. The technique that used in learning process.

The result of this research showed that students writing skill improved after they taught clustering

technique. In the other words, clustering technique could applied at the SMK, especially in writing skills.

Based on the conclusion and implication stated above, the teacher, students and everyone involved in educational institution can consider the following suggestions in order to progress the quality of teaching and learning. Especially, it can be applied in the writing process. The suggestions given are as follows:

1. It is suggested to other researchers (teachers) to apply clustering technique in teaching writing because this technique can improve students writing skill.
2. For further researcher as teachers, it is suggested to carry out the next research on clustering technique dealing with the other language skills such as listening, reading and speaking.

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