

The Effectiveness of Teaching Writing Recount Text through Clustering Technique

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Abstract

The aim of this study was to find out whether there was a statistically significant increase of students' writing ability in recount texts after they were taught through clustering technique. This research was quantitative research. The subjects of this research were 31 students. The writing test was administrated as the instrument of the research. The data were analyzed by using t-test value with the significant level $p < 0.05$ through SPSS version 17.0. The result showed that there was a statistically significant increase of students' writing ability. This suggests that teaching writing using clustering technique facilitates the students to develop the ideas easily.

Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada kemampuan siswa dalam menulis teks recount setelah belajar melalui tehnik clustering. Penelitian ini adalah penelitian kuantitatif. Subjek penelitian sebanyak 31 siswa. Tes menulis digunakan sebagai alat untuk pengambilan data. Data yang diperoleh dianalisis menggunakan *t-test* dengan tingkat signifikan level $p < 0.05$ menggunakan SPSS versi 17.0. Hasil menunjukkan bahwa terdapat perbedaan signifikan secara statistik pada pencapaian menulis siswa. Dapat disarankan bahwa pengajaran menulis menggunakan tehnik clustering dapat membuat siswa terlibat kreatif dalam pembelajaran dan dapat membantu mengembangkan ide dengan mudah.

Kata kunci: tehnik clustering, teks recount, menulis.

INTRODUCTION

Writing is one of the four skills in learning language which plays important role in communication. Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand Raimes (1983: 76). Moreover, Clanchy and Ballard (1987:1) define writing as a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. In line to the concepts above, Phelps (2001:2) said that writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well- responded management.

The function of language is for communication which is not only just by speaking but also by writing. Therefore, it is important to build the writing skill first in order to make the students able to write as what they are thinking of. Teaching writing should guide the students to express and state their thoughts in a written text by following rules appropriate in each communicative circumstance. The writing process involves students to compose words into sentences and to compose sentences into paragraph until they can create effective paragraph writing. In writing, there are five aspects which should be concerned namely content, organization, vocabulary, language use, and mechanic (Jacobs et al, 1981:90).

Overall objectives of teaching writing are to help the students to express their ideas and thoughts in a written form. The students often get difficulties to express their ideas into words or

sentences. Diharyono (1990: 1) claims that students know or have the ideas what they were going to write but they did not know how to put them into words. This condition causes students to stop writing and be anxious. This might be caused by the following facts: firstly, the students do not know the specific technique that can guide them in developing their ideas. Secondly, they almost never get writing exercise (Juwitasari, 2005:2).

For all problems which appear in English learning, teacher has to overcome the problems that were faced by the students. Thus, it means that teacher must find the better way in delivering material and hopefully, the students will find the better way in learning. It should increase the ability of students in getting ideas, using English words, mastering grammar, and acquiring organization of paragraph or written text. Based on the statement above, the researcher is inspired to apply clustering technique in teaching writing. Clustering technique is one of guided writing that can be applied in teaching writing and can be used to improve students' writing competence. In addition, this technique can help the students to generate, develop, and arrange their ideas Reid (1993: 6).

Oktavia (2013) conducted a research at the Second Grade of SMAN 1 Kalirejo to compare students' achievement in learning vocabulary through clustering technique and derivational exercises. As the result, clustering technique is significantly better than derivational exercises in improving students' vocabulary achievement. In line with the research above, Kartikasari (2014) conducted a research which focused on the effect

of clustering technique on students' speaking ability of Class X-5 students of SMA 1 Gebog Kudus. Having conducted two cycles of action research, the researcher found out that the students' speaking scores also improved from cycle to cycle in terms of content and language. The other research was conducted by Sugiarti (2012) at the Eighth Grade of MTs Raudlatul Ulum to find out whether there is improvement on students' writing on descriptives text. Based on the result of her research, it can be concluded that the use of clustering technique improved the students' writing ability. The similar research was also conducted by Inal (2014) who investigated the effect of the effect of clustering pre-writing strategy on Turkish students' writing achievement and their writing attitudes at Dokuz Eylul University, Turkey. As the result they found that clustering pre-writing strategy can create the creative and motivating atmosphere.

Based on the result of those studies, it can be seen that all researches prove that clustering technique is good to be implemented by the teacher. In short, those previous studies also show that clustering technique is effective in improving students' vocabulary achievement, students' speaking ability, junior high school students' writing ability in descriptive text, and also students' writing ability in university level. To justify the research question of this research, the researcher uses those previous studies as turning point for a better research. The difference between this research and those previous studies lies on focus. Based on the statements above, the researcher is interested in investigating the study to apply clustering as a technique of teaching

writing aim at improving students' achievement in writing recount text at the first grade students of senior high school.

METHODS

This research was quantitative research which used one-group pretest-posttest design. This research was conducted at the first grade of SMAN 13 Bandar Lampung; also, the sample of this research was class X MIPA 3 which consisted of 31 students in second semester of 2016/2017 academic year. For the data collection instrument, a pretest and a posttest of writing were administered. The pretest was conducted for 60 minutes and the students were asked to write a recount text with their own topic. The posttest was administered after treatments and it also took 90 minutes; nevertheless, the researcher gave limitation to the students by giving option lists of roles. It meant that this research was conducted in five meetings: pretest, first treatment, second treatment, and posttest. The data collection instruments were estimated valid based on the curriculum; moreover, in order to make sure that the data collection instruments were reliable, the researcher used inter-rater reliability. The students' scores from the pre-test and the post-test were analyzed by using t-test of SPSS 17 program. The gained data were analyzed by repeated measure T-test.

RESULTS

At the first meeting, the researcher conducted the pretest to find out the

students' ability of writing descriptive text before the treatment. The pretest was administered for 60 minutes. The mean of the pretest was 58; the highest

score was 74; the lowest score was 39; the median was 57. It could be seen that the students' scores were various. There were 3 students (9.7%) who got score in range 39-44, 3 students (9.7%) in range 45-50, 9 students (29%) in range 51-56, 8 students (25.8%) in range 57-62, 5 students (16.1%) in range 63-68, and 3 students (9.7%) in range 69-74.

The researcher gave the posttest to the students after the treatment to find out the progress and the improvement of students' recount text writing ability after being taught using clustering technique in the fifth meeting. The mean of the posttest was 78.61; the highest score was 90.00; the lowest score was 67.00; the median was 79.00. The research also found out the distribution of the final score in the posttest. It could be seen that the students' scores were various. There was 1 student (3.2%) who got score in range 67-70, 4 students (12.9%) in range 71-74, 9 students (29%) in range 75-78, 12 students (38.7%) in range 79-82, 4 students (12.9%) in range 83-86, and 1 student (3.2%) in range 87-90.

The mean score improved from 61.61 up to 77.43. It can be seen from the table below.

Table 1. The Improvement of the Students' Achievement in Writing Recount Texts

Aspects of Writing	Pretest Score (PrS)	Posttest Score (PoS)	Max Score (Ms)	Aspects Improvement (PoS - PrS)
Content	17.58	23.40	30	5.82
Organization	12.82	16.42	20	3.60
Vocabulary	12.50	16.31	20	3.81
LU	12.82	18.39	25	5.57
Mechanic	2.27	4.10	5	1.83

The table above shows the improvement of the students' scores in writing aspects from the pretest to the posttest. In addition, to prove the improvement of the students, the researcher calculated the students' scores using SPSS 17.0. Nevertheless, before it was done, the researcher made sure that the data were taken from random, normally distributed, and homogeneous sample. The table below shows the result of Paired Samples Test.

Table 2. t-test Result of Pre-test and the Post-test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest - Pretest	20.61290	5.81193	1.04385	18.48107	22.74474	19.747	30	.000

It shows that the significant level was lower than 0.05 and it can be concluded

that there was improvement of the students' descriptive text writing ability.

DISCUSSION

The finding of this research indicates that by using clustering technique, the students' writing ability was improved. Based on the result of research, the researcher found that it is essential to use technique in teaching writing in order to improve the students' ability; in this research, the technique used was clustering. The researcher found that, there was a significant improvement of the students' writing ability after being taught using clustering technique. This study also analyzed the improvement of each aspect of writing. Organization aspect was the lowest in the gain since the student could not add some details in developing the controlling ideas in their writing especially in pretest but in the posttest the students tried to add some sentences to improve their sentence in the paragraph. The students also wrote the ideas or sentences leads into another in order to make a paragraph coherently. While, based on the gain score, mechanic aspect improved more significantly than the other aspects. That was because in the third treatment, the students were instructed to care in punctuation and spelling (in revising step). The researcher also reminded them to be careful and focus in writing while they were doing the posttest. Therefore, the result of the students' posttest showed that mechanic aspect (punctuation, spelling, and capitalization) improved mostly.

Along the treatment, the research noticed that the students' writing ability was increased slightly. This was

proven by the students' data taken by the researcher. The students' works were better than their result in pretest; even, they were able to create a recount text smoothly enough. They showed their knowledge about a topic and stated ideas clearly in order to make the reader understand. Since, the students were taught how to visualize their ideas and making a connection to the topic given before they composed paragraph. Clustering technique helped the students to learn, generate, arrange and store information in their brain. In clustering, the students could write keywords, clues, or phrases after that the students' task was to develop sentences from the clues that were made before. Furthermore, it is might be helpful for the students in understanding the relationship among the parts of board topic and for developing sub topics, so they could generate what they want to talk in their text. This might be related to the statement from Reid (1993) who states that clustering technique helps the students to generate, develop, and arrange their ideas. Besides, the process of making controlling ideas helped them to organize the words into good sentence. It could be said that the problems which the students faced in the pretest were decreased by the use of clustering technique.

The teaching and learning process ran very smoothly in the classroom. All aspects of writing improved because the students wrote the text carefully and they were more focused. The content and organization of the text were good enough; in addition, because the students were focused, they paid attention about the mechanic of their text and the language use. Since, during the treatment, they had been trained to be a good writer who cared about every

single thing which was included in the text. When students had already known what they are going to write in their paragraph, they were focus to the whole thing of writing parts. This finding supported Sugiarti (2012) who investigated the implementation of clustering technique for teaching writing descriptive text to junior high school students. As the result, she found that the students wrote more coherently and focus after being introduces to cluster word technique. It is because they find that the use of clustering as a fun way where they can collect all ideas that they have produce into composition.

Furthermore, the students' works during the treatment were various and written creatively. The students uttered their thoughts about a topic which already given and they developed the ideas based on their understanding. This finding supported Kalandadze (2007) who states that clustering technique will lead the students to create and think more creatively in writing. 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.

When the students had been introduced with clustering technique, they feel that they are learning a real language which is alive. When clustering had been introduced to the students, it encouraged them to be creative in developing their writing product. That finding confirmed the result of the researches that was conducted by Inal (2014) aimed to find out the improvement of narrative students' writing skill of Dokuz Eylul University through clustering technique. As the result, she found that clustering

technique gives a contribution in motivating students in writing activity. It means students are more motivated to undertake a writing assignment because it allows them for more creative response to learning the material. The final works of the students during the treatment showed a significant different from the pretest because they wrote more specific and well-organized.

According to the explanation above, it can be concluded that clustering applied was an effective technique. It can be stated that clustering technique can be used to improve students' writing achievement of recount text. The result showed a positive impact in students' writing progress. The problems occurred during the research could be fixed and they were able to write recount text well enough.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions. First, the implementation of clustering technique could improve the students' recount text writing ability. In addition, the use of clustering technique could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect. Second, by using clustering technique, it will be easy for the students to express their ideas because this technique provides opportunities for the students to clarify their thoughts before they begin to draft. The students will develop their ideas first then make a relation among the information that stored in their

brain. So, it will help them to write the recount text easily.

Based on the research findings, several implications for English teachers are proposed. First, the English teachers are suggested to use clustering as a technique that can be used to improve students' writing ability in recount text effectively because the researcher found that through clustering, students become more active and autonomous in the learning process. Second, teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friend anymore in getting information or meaning of words. The students will be independent and can get more knowledge. Third, since clustering technique can develop students' creativity in writing, teachers might try not to limit students' ideas by giving any topic or subject.

There are several suggestions for further researcher. This study was conducted in senior high school level. Therefore, the further researchers can try to find out the effect of using clustering technique in different level. In this study, recount text was employed as the media to measure the improvement of students' writing ability after the implementation of clustering technique. Further researchers can try to apply clustering with another kind of text, analytical exposition and report text for instances.

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