



THE EFFECT OF CLUSTERING TECHNIQUE TO THE TENTH GRADE STUDENTS' WRITING ABILITY OF SMKN 1 KEDIRI IN ACADEMIC YEAR 2014/2015

THESIS

Presented as Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
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University of Nusantara PGRI Kediri



By:

HENI HERAWATI

NPM. 11.1.01.08.0086

**ENGLISH DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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By:
HENI HERAWATI
NPM. 11.1.01.08.0086

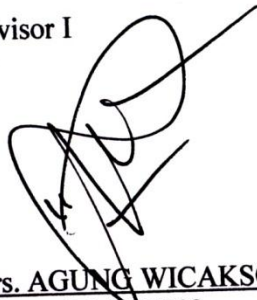
ENTITLED:
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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 21st, 2015

The Advisors,

Advisor I



Drs. AGUNG WICAKSONO, M.Pd.
NIDN. 0711076802

Advisor II



SAIFUL, S.Pd., M.Pd.
NIDN.

APPROVAL SHEET

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HENI HERAWATI
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Approved and Accepted by all its qualification
by the Examination Committee of
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Board of Examiners,

Chairman : Drs. Setya Adi Sancaya, M.Pd.



First Examiner : Saiful, S.Pd., M.Pd.



Second Examiner : Drs. Agung Wicaksono, M.Pd.

The Dean of the Faculty of Teacher Training

And Education

University of Nusantara PGRI Kediri



Dr. H. Sri Panca Setyawati, M.Pd.

NIDN. 0716046202



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Heni Herawati

NPM. 11.1.01.08.0086

Faculty of Teacher Training and Education - English Department

Email: heniherawati324@gmail.com

Dosen pembimbing 1: Saiful, S.Pd., M.Pd.

Dosen Pembimbing 2: Drs. Agung Wicaksono, M.Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Writing is one of four skills which have to be mastered in learning English as second or foreign language. However, in fact, students often face some difficulties in learning English especially in creating a text. The problems are about difficulty to generate ideas, grammatical structure, mechanical writing, and lack on vocabulary. On the other hand, the difficulty to generate ideas is the most common problem. Dealing with the problem, it is needed to use an appropriate technique in teaching learning process of writing that can assist them to solve those problems. The technique is clustering techniques.

This research is aimed to find out the effect of clustering techniques to the students' writing ability to the tenth grade students of SMKN 1 Kediri and to find out the students' response when clustering techniques applied to the student's writing ability to the tenth grade students of SMKN 1 Kediri.

In order to get and analyze the data, this research uses quantitative research. It uses the form of number that was analyzed by using statistical formula. In this case, there are two means scores; the means scores are pre-test and post-test. Then the researcher computes t-score to know the effect of the clustering techniques to the students' writing ability. Technique of this research is experimental research. It is a research to know the effect of a variable to the other variable. This research is conducted in SMKN 1 Kediri on 7th April and 31st May 2015. The subject is X TPM 1 class. It consists of 29 male students.

Clustering technique is effective to be used in teaching writing especially in the tenth grade students of SMKN 1 Kediri in academic year 2014/2015. It is proved by the result of t-score (6,15) that is higher than t-table in the level of significance 1% (2,763). Besides that, the students' questionnaire proved that more than 50% students agree that clustering technique is the easier and more interested way to assist them in generating ideas. So, Null Hypothesis (Ho) of this research was rejected and the Alternative Hypothesis (Ha) of this research was accepted.

Based on the analyzed data, the researcher is also concluded that there is a very significant effect of clustering techniques to the tenth grade students' writing ability of SMKN 1 Kediri in academic year 2014/2015.

Keyword: Writing Ability, Clustering Techniques, Generating Ideas

I. INTRODUCTION

Writing is one of the language skills. It can deliver what someone's think through written text. Kassner and O'Neill (2010:56) state, "Writing is both a social and cognitive communicative act". Furthermore, they also state, "Writing is a form of communication governed by the writer's purpose, the message to be delivered, the audience to be addressed, and the context surrounding the writer, audience, and text". In line with that, Vallis (2010:160-161) says, "Writing is a lot like an act of hospitality; one invites another into one's thoughts, and shows that person around, in an organized manner". Those statements mean that writing is an activity of exploring ideas and practicing thought as an important transitioning of students to develop their ideas into good independent thinker. It is also about the communication with the readers. Its form is a written work.

Chris Sowton (2011:8) states, "As children, we acquire spoken language naturally, when we are exposed to the language of those around us, such as our parents. Writing, however, is a much more difficult skill to learn. The process is more complicated and takes a long time. This is why writing is often considered more important and prestigious. When learning writing in a second language, the process is

even more difficult." The statement refers that mostly some people judge that writing is the difficult skill. The process of creating a written work is complicated. It also needs long time because to get an idea is also difficult. In line with that, Taylor (2009:4) states, "For most people writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them". So, the difficulty in writing depends on an ability to generate new relevant ideas.

Despite some people said that writing is difficult, In fact, writing as individual activity is very useful in daily life. When people want to find a job they need to write application letter, when they want to promote their product they need to write advertisement, when they need to inform a news in written form they need to write announcement, when they want to invite someone to their home they need to write invitation card, etc. So, that's why teaching writing based on the appropriate curriculum is truly needed. In Indonesia, teaching learning process is using Kurikulum 2013. Minister of education and culture (2013:85-86) states, "*Kurikulum 2013 adalah kurikulum berbasis kompetensi. Kurikulum berbasis kompetensi adalah outcomes-based curriculum dan oleh karena itu*

pengembangan kurikulum diarahkan pada pencapaian kompetensi yang dirumuskan dari SKL. Demikian pula penilaian hasil belajar dan hasil kurikulum diukur dari pencapaian kompetensi. Keberhasilan kurikulum dartikan sebagai pencapaian kompetensi yang dirancang dalam dokumen kurikulum oleh seluruh peserta didik”.

In line with that, Minister of education and culture (2013:82) states, *“Kurikulum 2013 adalah dirancang dengan tujuan untuk mempersiapkan insan Indonesia supaya memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif, dan afektif serta mampu berkontribusi pada kehidupan bermasyarakat, berbangsa, bernegara dan peradaban dunia”.* From two explanations above, it can be concluded that Kurikulum 2013 is determined by the government to prepare Indonesian students to be better in any aspect of life.

Kurikulum 2013 emphasize on pedagogic dimension in teaching learning process that is scientific approach. In addition, Minister of education and culture (2013:278) states, *“Pendekatan ilmiah (scientific approach) dalam pembelajaran sebagaimana dimaksud meliputi mengamati, menanya, menalar, mencoba, memebentuk jejaring untuk semua mata*

pelajaran”. Based on the statement it can be concluded that Kurikulum 2013 using scientific approach has 5 steps such as observing, questioning, experimenting, associating and networking. The approach assists teacher teachers to teach their class easily because all of the procedure is structured well. Those 5 steps also help students to be more understood about the material by using their critical thinking. Nonetheless, students still has some problems. But the approach can minimize it. Although scientific approach assists students to study easier, they still have some problem in language skill, especially in writing ability. Writing is often perceived as the most difficult language skill.

In fact, mostly the students have some problems in writing. The problems were about difficulties to generate ideas, grammatical structure, mechanical writing, and lack on vocabulary. These problems could be influenced by some factors. It usually appeared caused by method or technique that the teacher used in teaching writing, because some teachers taught writing just gave explanation and exercises. It makes students got nothing and bored. The problems has to be solved in order to make students interested in writing and think that writing is a simple

and easy then they will understand about how to write well.

Related with some problems above, the teacher needed to use an appropriate technique in teaching learning process of writing that could help them to solve their problems. Anthony (1963:63-7) on Jack and Theodore (1986:15) state, “A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well”. It means that technique is the action of method that the teacher used as guidance in teaching learning process.

By applying appropriate technique, the teacher has to be able to encourage the students to express their ideas into a good writing. The teacher gave opportunities to the students to write their ideas without being afraid of making mistake.

Some problems above also happened in SMKN 1 Kediri so the researcher used clustering technique in teaching writing. The researcher hoped by using this technique, the students were able to generate their ideas, developed their ideas, then organized it in correct sentences and in a good paragraph easily.

Raimes and Jerskey (2011:16) states, “Mapping, also called clustering, is a visual way of generating and connecting ideas”. It means that clustering technique is activity that is used to generate ideas. Clustering helps the students to put their think in balloon. After that the students write in the paper. This technique gives the students opportunity to express ideas. Clustering technique is a good technique to stimulate the students to generate their ideas easily. It is also assists the students to develop their idea in writing text. It gives the influence in quality of writing. The form of clustering technique is easy to understand especially by the students. It can give a new style in writing activity. Based on the discussion above, the researcher conducted this research under the title “The Effect of Clustering Technique to the Tenth Grade Students’ Writing Ability of SMKN 1 Kediri in Academic Year 2014/2015”.

II. METHOD

Ary, Jacobs, Sorensen, and Razavieh (2010:37) say, “a variable is a construct or a characteristic that can take on different values or scores”. It means that variable is determined by researcher as a main focus for a research. “The manipulated variable is called the experimental treatment or the independent variable. The observed and

measured variable is called the dependent variable”, (Ary, Jacobs, Sorensen, and Razavieh, 2010:26). Based on the statement, there are two variables in this research. They are independent (X) variable and dependent variable (Y). The independent variable is the variables that affect the other variables or suspected as the cause of the other variables. The dependent variable is the variable that is affected by the independent variable or variables that emerge as a result of the independent variable.

From the title of the study, which is “The Effect of Clustering Technique to the Tenth Grade Students’ Writing Ability of SMKN 1 Kediri in Academic Year 2014/2015”, the researcher concluded that this study has two variables. Those are independent variable and dependent variable. The independent variable was clustering technique and the dependent variable was writing ability.

Approach of this research was quantitative. “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data”, (Ary, Jacobs, Sorensen, and Razavieh, 2010:45). The statement refers that quantitative research use the form of number that was analyzed by using statistical formula. In this case,

there were two means scores; the means scores are pre-test and post-test. Then the researcher computed t-score to know the effect of the clustering technique to the students’ writing ability.

Technique of this research was experimental research. “Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable”, (Ary, Jacobs, Sorensen, and Razavieh, 2010:26). It means that experimental research is a research to know the effect of a variable to the other variable.

The research carried out at SMKN 1 Kediri. It is located on Jl. Veteran No.9 Kediri on February 2015 until July 2015. The population of this research was the tenth grade students in academic year 2014/2015 of SMKN 1 Kediri which consists of 640 students of 20 classes. The sample of this research was the tenth grade students of SMKN 1 Kediri in X TPM 1 class (Machinery Technique). The total numbers of students in the class are 29 students. It consists of male students only. It was taken used purposive sampling technique.

In order to collect the data, the researcher had to use instrument as a tool. To know the effectiveness of clustering technique to the students’ writing ability,

the researcher used test and questionnaire to measure it.

“Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned”, (Ary, Jacobs, Sorensen, and Razavieh, 2010:201). It refers that test is an instrument in conducting research in order to measure how far the students have an ability of something. The test here conducted in the form of written test. The question in pre-test and post-test was about creating a biographical recount text. It had similar question in each test. The questionnaire of this research had 8 questions. Scoring technique of pre-test and post-test used scoring rubric in Kurikulum 2013. It was used to analyze the data related to the students’ recount text in writing ability.

“A questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge”, (Singh, 2006:191). It can be conclude that questionnaire is an instrument in conducting research in order to get the

information about a response of certain conditions or practices.

The researcher collected the data by conducting pre-test firstly. It was needed to know the ability of the students before clustering technique applied. After that, the researcher was doing treatment by using clustering technique to teach biographical recount text. The researcher also gave the students post-test to know how far clustering technique assisted the students in writing recount text. After the test and treatment done, the researcher gave a set of questionnaires to know the response of the students when clustering technique applied.

To analyze quantitative data, the researcher analyzed the data collected by using statistical formula. The suitable technique used to measure pre-test and post-test is the t-test. According to Ary, Jacobs, Sorensen, and Razavieh, (2010:177) the formula is as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

In analyzing qualitative data from questionnaire, the researcher used coding frame that suitable with the form of close-ended question. Dornyei (2003:99) states, “The coding frame is a classification scheme that offers a numerical score for every possible answer to an item”.

Furthermore he adds, “With closed-ended items the coding frame is usually very straight forward: each pre-determined response option is assigned a number (e.g., 'strongly disagree'=1, 'disagree'=2, 'neutral'=3, 'agree'=4, 'strongly agree'=5).” It refers that a set of questionnaire which has close-ended questions is analyzed by coding frame. Each item is calculated based on what number that has chosen by the respondent (e.g., 'strongly disagree'=1, 'disagree'=2, 'neutral'=3, 'agree'=4, 'strongly agree'=5).

III. FINDINGS AND DISCUSSION

After the research was done, the researcher analyzed the data they have gotten. There are two scores of the students. They are pre-test scores and post-test scores. The highest score of pre-test is 77. Unfortunately, the lowest score of pre-test is 50. It can be concluded that mostly the students had a difficulty in creating a written text. Their score is unsatisfying because the English standard score of the school is 75. The score of pre-test above was very different with the score of post-test. The highest score of post-test is 90. Unfortunately, the lowest scores of pre-test is 53. However, mostly the students of X TPM-1 class got good scores. It can be concluded that mostly the students are able

to produce written text using clustering technique.

Based on the scores of pre-test and post-test above, the researcher could describe the result of data analysis. It shows that the total score of pre-test is 1891, and the total score of post-test is 2210. It means that the students' score is increase after they taught a text by using clustering technique. There are some students who still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 319. While the total scores of D^2 is 6119. It can be concluded that the result of post-test is higher than the result of pre-test. Mostly, the students got an increasing score. However, there are some students who got same score or lower than they had in post-test. After it was analyzed, it is important to know the level of significance of the score. It can be identified by using t-test formula. It is used to measure how far clustering technique can affect the students' writing ability especially in X TPM-1 class who had unsatisfying score before. The scores above had showed the increasing score, but it has to measure by using the formula. Ary, Jacobs, Sorensen, and Razavieh (2010:177) state, “The result of the pre-test and post-test which were presented to the

students could be analyzed by using T-test which was as follows”:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

N : 29

$\sum D$: 319

$\sum D^2$: 6119

$(\sum D)^2$: 101761

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{319}{29} = 11\end{aligned}$$

$$\begin{aligned}t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{11}{\sqrt{\frac{6119 - \frac{(319)^2}{29}}{29(29-1)}}} \\ &= \frac{11}{\sqrt{\frac{6119 - \frac{101761}{29}}{29(28)}}} \\ &= \frac{11}{\sqrt{\frac{6119 - 3509}{812}}} \\ &= \frac{11}{\sqrt{\frac{2610}{812}}} \\ &= \frac{11}{\sqrt{3,21}} \\ &= \frac{11}{1,79} \\ &= 6,145 = 6,15\end{aligned}$$

$$db = N-1$$

$$= 29-1 = 28$$

The t-table that use is:

$$1\% = 2,467$$

$$5\% = 1,701$$

Related to all data that have been analyzed above, the researcher concludes that clustering technique is effective to the tenth grade students' writing ability of SMKN 1 Kediri in academic year 2014/2015. It can be seen from the difference score of pre-test and post-test. The total score of pre-test is 1891 and the mean is 65,21. While the total score of post-test is 2210 and the mean is 76,21. Moreover, the result of t-score (6,15) is higher than t-table in the level of significance 1% (2,467). The difference means that there is very significant effect of clustering technique to the students' writing ability.

The effectiveness is also supported by the result of questionnaire. It shows that Mostly the students give their positive response when clustering technique applied. From 29 students in the class, 2% students state they are strongly disagree, 8% students state they are disagree, 27% students state they are neither agree nor disagree, 50% students state they are agree, and 13% students state they are strongly agree if clustering technique is interesting and appropriate to be applied in teaching

writing recount text especially to assist them in generating ideas. It can be concluded that mostly the students give positive response about clustering technique. They agree that clustering technique is effective in writing ability. Knowing the condition of students' writing ability before treatment did, the result was good enough in developing their writing ability. Based on the result of test and questionnaire above, this technique should be applied especially in teaching writing. Thus, the students will be more interested in writing. Furthermore, the students will be able to generate their ideas easily when write a text.

In summary, clustering technique gave contribution to the students' writing ability because they can enjoy the process of writing recount text. It affects the students' writing ability. It can be said that there is very significant effect of clustering technique to the tenth students' writing ability of SMKN 1 Kediri in academic year 2014/2015.

IV. CONCLUSION AND SUGGESTION

From research finding, the researcher concludes that clustering technique is effective to be used in teaching writing especially in the tenth grade students of SMKN 1 Kediri in academic year 2014/2015. Clustering technique is an interesting way. It is the easiest technique in assisting students to generate their ideas deeply. The technique has big contribution in writing ability.

It is suggested to the teachers, they are suggested to be more creative and innovative in using various kinds of interesting teaching technique which accompany the materials, so that the students will be more active and encouraged to learn and they don't get difficulty in writing, that appropriate technique is clustering technique. In addition, students are suggested to build their motivation and intention using clustering technique. For other researchers, they are suggested to use clustering technique especially in writing ability.

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