



**THE EFFECT OF CLUSTERING TECHNIQUE TO THE STUDENTS'
WRITING ABILITY IN DESCRIPTIVE TEXT
TO THE TENTH GRADE STUDENTS OF
SMAN 3 KEDIRI IN ACADEMIC
YEAR 2014/2015**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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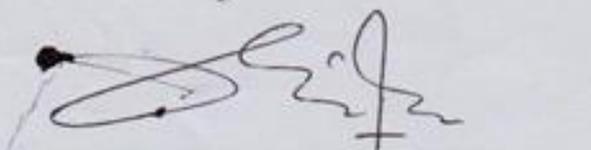
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Approved by the Advisors to be proposed to
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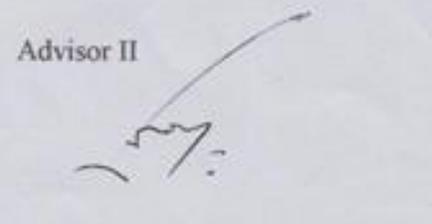
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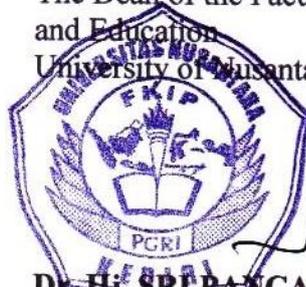
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ABSTRACT

The objectives of this research entitled "The Effect of Clustering Technique To The Students' Writing Ability in Descriptive Text to The Tenth Grade Students of SMAN 3 Kediri" was to find out how effective using clustering technique in teaching writing. This research used quantitative method and experimental research design. The sample of this study was 32 students of X-5 Class.

The instruments are used are test, interview, and questionnaire. The data of the research was collected based on all instruments. The main data was gotten by giving test to the students; they were pre test and post test. They were given to know the students' writing score before and after being taught using clustering technique. Not only that, the writer also collected additional information based on the result of interview

and questionnaire. The main data (test) was analyzed by using t-test formula.

The results of the data analysis showed that: the mean scores of pretest was 48.69, the mean scores of post test was 60.78. It was also supported by the result of questionnaire showed that more than 50% students gave positive response toward the usage of clustering technique in teaching writing descriptive text. Based on the data analysis, the alternative hypothesis of this research was accepted. It can be said that clustering technique was significantly improve the students' ability in writing descriptive text.

Key words: writing, clustering technique, descriptive text



I. BACKGROUND

Language is a key for people's communication. Many countries in the world communicate using English. English also plays as an important role in the world of education, science, technology, and so forth. In Indonesia, English as Foreign Language has been taught in almost every level of education that begins from elementary school to university.

Based on Competency –Based Curriculum 2004 of English for Senior High School, writing is one of the language skills that should be taught intensively in a continuum sequence with listening, speaking and reading. They are taught for achieving the level of literacy and gain communicative competence. It means that all of the language skills have to be taught intensively to reach communicative competence.

Not only that, Robert T. Carroll (1990: 1) states that, "Writing allows us to share our communication not only with our contemporaries but also with future generation". It means that writing can be used by everyone.

Based on both statements, the writer can say that writing is one of the language skills that must be mastered by the students and as a tool of communication. But, the real situation is different. The students always get difficulties to develop their idea. The students get some difficulties because of some factors or reasons.

According to Robert T. Carroll (1990: 4) that, "Most of students writing failures in mainstream (i.e., non developmental) courses are due to lack of clarity, coherence and/ or focus".

It can be more serious because of the writing process, Brown (2001:334) states that, "Writing is a complex process and sometimes used as a production mode for learning, reinforcing or testing grammatical concept".

According to those ideas, the writer can say that the problems which are always faced by the students are not only how to develop their ideas but their grammatical mastery and the writing process which make the students get bored also can influence their writing result.

Not only based on the theories, the writer also has done an informal interview to one of English teacher in SMAN 3 Kediri. The result of interview supports those ideas above.



There are three points of students writing difficulties. First, the students got frustrated when they had to express their ideas. It means that the students need a media to express for their imaginations. Second, the students are less effort to think directly in English as they translate from Indonesia into English, that's why they make ungrammatically correct sentences. They are not encouraged to think words and sentences by themselves. The last, they got difficulties in spelling, vocabularies and punctuation and capitalization.

From the difficulties that have been explained by the English teacher, the writer concludes that the teachers should improve writing ability. They must use an interesting technique in writing process, in order to make the students interest and understand the material well.

As the explanation that has been given by the writer before, that writing takes long process, so the design of writing process is important for the students in order to they will not get bored. Pre writing stage as the first stage in writing process is important because it stimulates the students' idea.

As Cathy D'Aoust (1987) says that the writing process begins by focusing on pre writing stage because it can stimulate the students' idea. She also explains that there are infinite possibilities activities which are called as pre writing activity. One of them is clustering technique.

For the case of writing problems which are always faced by the students, clustering is one of appropriate techniques that can be used by the teacher because it helps the students to generate their idea. Gabrielle Luser Rico states that,

“Clustering is based on the premise that any effective writing effort moves from a whole no matter how vague or tenuous to the parts, then back to a more clearly delineated whole. Clustering as a nonlinear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible”. (1987: 17)

It can be meant that clustering is a technique that can be used by the students to make readable by using visualization.

In line with Rico, John Langan (2010) states that clustering which is usually known as diagramming or mapping as another strategy that can be used to generate material for a paper and to think on a paper how various ideas and details relate to one another.

Moreover, Jane Robert states that,

“This graphic organizer identifies important elements of an event or story and the connections among those elements. Since it involves association of ideas, this graphic organizer can evoke a great deal of information and helps student’s group ideas”. (2004: 25)

So, clustering is a graphic organizer that helps students to build their ideas into a paper that connect each other.

So, the writer concludes that clustering is an interesting technique in pre writing stage that uses group of bubbles and lines for helping the students to record their ideas. Clustering is another pre writing activity that is used visualization which is especially helps the students who have problem in generating their ideas. By using visualization, it means that the students visualize their mind to get some vocabularies that relate to the topic of the text that they want to write. So, it is enable the students to solve their problems interestingly especially in writing descriptive text.

Based on the discussion above, the writer conducts this research focus on the effect of clustering technique to the students’ writing ability in descriptive text. There are three research questions, they are: how the students’ writing ability in descriptive text before being taught using clustering technique is, how the students’ writing ability in descriptive text after being taught using clustering technique is, and whether there is an effect of clustering technique to the students’ writing ability in descriptive text or not.

II. METHOD

In this research, the writer used a quantitative research where wants to get numerical data which was used to answer some questions or hypothesis. As Donald, et al (2010: 22) states that, “Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses”.

The design of quantitative research which is used by the writer is experimental design because it manipulates the independent variable, while the dependent variable is controlled by the purpose of establishing the effect of independent variable on the dependent variable. According to Donald, et al (2010: 26),

“Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the



experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.

Additionally, Sugiyono (2012: 74) mentions three kinds of experimental designs that can be used by the researcher to get the data; they consist of one – shot case study, one – group pretest – posttest design, and intact group comparison.

In this research, the writer uses one – group pretest – posttest design. So, the writer gives pre test to the students before the students were taught writing using clustering technique and post test is given after the students are taught writing using clustering technique.

The sample of this research is the students of X – 5 students which consists of 32 students. In this research, the writer used three instruments; they are test, interview, and questionnaire. Test was given twice; they are pretest and post test. Pre test was given before treatment and post test was given after treatments have done. It was done to know the difference of students' writing score before and after being taught using clustering technique. According to Arikunto who points out that test can be used to measure someone's ability and achievement (2010: 266).

Interview was done before pre test and questionnaire was given after post test. Interview and questionnaire was used as additional information. Arikunto states that,

“Apabila datanya telah terkumpul, maka lalu diklasifikasikan menjadi dua kelompok data, yaitu kuantitatif yang berbentuk angka – angka dan data kualitatif yang dinyatakan dalam kata – kata atau symbol. Data kualitatif yang berbentuk kata – kata tersebut disisihkan untuk sementara, karena akan sangat berguna untuk menyertai dan melengkapi gambaran yang diperoleh dari analisa data kuantitatif”. (2010: 282).

After the data collected, the writer analyzes the data in two ways; they are statistically and descriptively. The statistically way was used to know the difference of students' writing score before and after being taught using clustering. So, the writer used *t* test. According to Ary, Jacobs, Sorensenm, and Razavich (2010: 176) that dependent *t* test or correlated test must be used and the measure to be analyzed by the dependent *t* test is the mean different between the paired scores. They also stated that the result of the tests which are presented to the students could be analyzed by using *t* – test as follows:

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

For the result of interview and questionnaire were drawn descriptively. Each answer “yes” (positive response) or “no” (negative response) of students’ response in questionnaire is calculated using simple formula to obtain percentage of each response. The formula is described as follows:

$N = \frac{X}{Y} \times 100\%$. The result of percentage was presented descriptively.

III. RESEARCH FINDING AND CONCLUSION

A. RESEARCH FINDING

The writer divided the research finding into three parts; they are based on interview, t test, and questionnaire.

The result of interview shows that first the students felt writing is difficult because they got some difficulties in writing. They mentioned the problems included the difficulty in developing the idea, they forgot the generic structure of the text, they were confused about the tense that was appropriate with the text, and they did not know the vocabularies that relate with the text in detail. Second, the students said that they knew descriptive text but not about the generic structure of descriptive text. Third, most of the students were still confused when they had to use have and has. Fourth, according to the students descriptive text is interesting but they did not know parts of person that can be described.

The result of t test presents that,

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

$$t = \frac{13,34482759}{\sqrt{\frac{\sum 6727 - \frac{(387)^2}{29}}{29(29-1)}}$$

$$t = 9,6199 = 9,612$$

After the writer got t_{score} , the writer compared between the result of t_{score} and t_{table} . So, she made a table of this comparison. Here it is:

| Degrees of freedom | t_{score} | t_{table} | | Significance (H_a) | H_o |
|--------------------|--------------------|--------------------|-------|------------------------|----------|
| | | 5% | 1% | | |
| 28 | 9,612 | 2,048 | 2,763 | Very significant | Rejected |

From the table, the writer concludes that the result of her experiment using clustering technique to the students writing ability in descriptive text at the tenth grade of SMA Negeri 3 Kediri was successfully done.

Based on the questionnaire, the writer get data that 80, 95% students give positive response and 19,05% students give negative response. The data has been explained as follows:

There were 26 (92,86%) students give positive response and 2(7,14%) students give negative response towards the use of clustering technique in teaching writing descriptive text. 28 (100%) students give positive response that clustering technique can make the students easier in learning descriptive text. 25 (89, 29%) students give positive response and 3(10,71%) students give negative response towards the clearness of technique which is used by the teacher in learning writing descriptive text. There are 19 (67, 86%) students give positive response and 9 (32,14%) give negative response toward they did not meet any difficulties while they learn writing descriptive text using clustering technique. 28 (100%) students give positive response towards the use of clustering technique in learning writing descriptive text has many advantages. 24 (85,71%) students give positive response and 3 (14, 29%) students give negative response towards clustering technique can motivate the students in learning descriptive text. The use of clustering technique can make the students easier to develop their idea, 26 (92,86%) students give positive response and 2 (7,14%) students give negative response. The use of clustering technique as an appropriate technique in teaching writing



descriptive text, 26 (92,86%) students give positive response and 2 (7,14%) students give negative response. 21 (75%) students give positive response and 7 (25%) give negative response towards the effectiveness of doing writing task using clustering technique.

B. CONCLUSION

Based on the analyzed the data, the writer find that the students' writing result in descriptive text before being taught using clustering technique was low. It could be seen from the amount of students' writing result in pre test is 1.558 with the mean score was 48,69. It was also influenced by their thought and felt about writing itself that was gotten by the writer through an interview. Most of the students thought and felt that writing was difficult. It has answered the first problem's statement and purpose of the research which wanted to know how the students' writing skill before being taught using clustering technique is.

According to the second problem statement and purpose of the research that the writer wanted to know the students' writing skill in descriptive text after being taught using clustering technique, the post test's score was 1.945 and the average score was 60,78. All of students' writing score increased after using clustering technique.

It was also completed by the result of students' response of the use of clustering technique in teaching writing by giving a questionnaire. More than 50% of the students gave positive response. It means that what the students felt while learning writing using clustering technique also has effect to their writing result.

To know if the use clustering technique has effect to the students' writing ability in descriptive text or not, the writer compared t_{score} and t_{table} based on the analyzed data. The t_{score} was 9,612 higher than t_{table} of degree of significance of 5% and 1%. It shows that t value of t testing between pre test score and post test score is significant. It is clear that clustering technique has an effect to the students' writing ability in descriptive text.

Based on the results reported above, the writer can conclude that clustering technique can influence the students' writing ability. So, the use of clustering technique has an effect to the students' writing ability in descriptive text in the tenth grade students of SMA Negeri 3 Kediri in academic year 2014 / 2015.



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