

ARTICLE

A STUDY ON TEACHING WRITING NARRATIVE USING CLUSTERING TECHNIQUE IN THE EIGHTH GRADE CLASS OF SMPN 2 MOJO IN THE ACADEMIC YEAR 2016/2017



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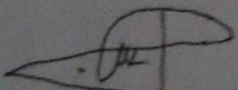
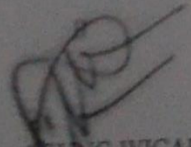
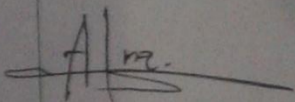
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A STUDY ON TEACHING WRITING NARRATIVE USING CLUSTERING TECHNIQUE IN THE EIGHTH GRADE CLASS OF SMPN 2 MOJO IN THE ACADEMIC YEAR 2016/2017

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ABSTRACT

AGHIN MUHARRAM ZAMZAMI : Study on Teaching Writing Narrative Using Clustering Technique To The Eighth Grade Students of “B” Class SMP N 2 Mojo Academic Year 2016/2017. This study is aimed at finding out the implementation of clustering technique in teaching writing of narrative text at the eighth grade class of SMP N 2 Mojo Academic Year 2016/2017. It consist of (1) teaching preparation made by the English teacher, (2) The implementation of the clustering technique in teaching writing of narrative text, (3) The instructional material used at SMP N 2 Mojo Kab. Kediri (4) Students’ achievement in writing of narrative text. This study is categorized as a qualitative research, because it is intended to enrich the knowledge about the implementation of clustering technique applied in Students of the eighth grade class of SMP N 2 Mojo Academic Year 2016/2017 by observing and interviewing to collect sustaining data. Observation is used to get some information about teacher’s technique in teaching narrative text at SMP N 2 Mojo Kabupaten Kediri. Interview is used to know about teacher’ background and preparation before the process of teaching narrative text using clustering technique. The focus of interview here is the English teacher of the eighth grade class by giving questions related to teaching learning activity in the class. The findings of this study are (1) the teaching preparations made by the English teacher are complete (2) the application of clustering technique ran successfully (3), Some students still have difficulty in creating or composing narrative text. Based on the findings above, the writer suggest that (1) the English teacher should keep the teaching preparation well before conducting the teaching –learning process (2) The English teacher should prepare the material of writing well before applying the clustering technique in the teaching learning process. (3) English teacher can get the materials not only from the text book but also from the other sources such as : newspaper, magazine, television, or he can get from internet. And (4) to improve the student understanding, the English teachers should be more creative in using various technique in the classroom activity.

Key word : Narrative Text, Clustering Technique, SMP N 2 Mojo Kab. Kediri.

I. Background of the Problem

Writing is the most difficult skill. It is considered as the most complicated language skill to be learned, compared to other language skills. Harmer (2001: 256-262) states that each skill has difficulties for students but writing has become the most complicated skill to be learned because

writing is production skill and needs a feedback.

Based on the Minister of Educational and culture decree No: 2/2006 starting from junior high school up to university level.

But, some students have problems in understanding writing narrative text. teacher should have a method. One of

suitable techniques is Clustering Technique. In this research, the researcher chooses SMP N 2 Mojo as an object of research, to collect the data about the implementation of Writing Subject especially narrative text material. The

II. Research Method

In this chapter, the researcher discusses about Research Design, Procedures of Collecting the Data, and Technique of Analyzing the Data. The research design in a research is a main thing that must be decided before doing the real research. So in this research, the researcher uses qualitative as the research design.

A. Research Design

The research design in a research is a main thing that must be decided before doing the real research. So in this research, the researcher uses qualitative as the research design. Based on the statement above, it is clear that the research findings of qualitative research are not in the statistical calculation but those can be explained in the linguistics language or words. A method that is used with case study to know the implementation of teaching writing narrative text using clustering technique. And then procedure of collecting the data the writer uses four kinds of instruments, According to Donald Ary (2010: 431) they are :

1. Observation

reasons of choosing SMP N 2 Mojo as an object of research especially in writing subject are because SMP N 2 Mojo is known as one of good Junior High School in Kab. Kediri.

Observation done by the writer is to know how the teacher teaches writing to the second year students of SMP N 2 Mojo. The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors.

2. Interview

Interview is used for getting the data from the English teacher by asking some questions. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.

3. Documentation

The term document share refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters;

official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. the researcher collecting the documents related to in teaching writing narrative text teaching preparation are lesson plan, syllabus, hand out, student workshet. In documents.

4. Questionnaire

Giving the questionnaire for 30 students, the researcher wants to know the application of Writing Narrative Text Using Clustering Technique and to know how are the students' responses toward the application of clustering technique in teaching narrative text.

B. Technique of Analyzing the Data

According to Donald Ary (2010: 481) That the first stage in analyzing qualitative data involves Familiarization and Organization so that the data can be easily retrieved. After collecting the data, the next step is analyzing the data. In this research, the result of the study is presented descriptively. It means that the data is not treated by statistically procedure, but the

writer describes directly the data from observations, interviews and documents about teaching writing narrative text using clustering technique. Initially, the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audio-tapes. Stated that after familiarizing with the data and organizing them for easy retrieval, the writer can begin the coding and reducing process. This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. Coding is about developing concepts from the raw data. The first step in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important.

III. Findings And Conclusion

A. Findings

To know how the implementation of teaching writing narrative text using clustering technique in in the eighth grade students of B class SMPN 2 Mojo Kab. Kediri, the researcher uses observation, interview and documentation to the teacher.

1. The Result of Observation

Observation is one of the processes of collecting data. The teaching and learning process was done in the classroom, it is the first of two meetings of teaching writing narrative. In this teaching and learning process, the teacher divided into

three activities namely pre-activity, main activity and Post Teaching activity. Pre-activity is an activity to open the meeting,. Whilst-teaching activity is the main or core activity and also one of the most important activities in teaching and learning process because this activity becomes the main point in teaching the material of the lesson, There are three steps in whilst-teaching that should be followed by the teacher: exploration, elaboration and evaluation. Post teaching activity is an activity that should be done by the teacher to close the activities in teaching and learning process. In post-teaching activity, the teacher closes the lesson by making the conclusion, giving feedback and giving homework to the students. In teaching writing narrative text using clustering technique the activity in elaboration First, the teacher asked about the most famous fiction story. Then, the students chose one of them, for example Malin Kundang and Nyi Roro Kidul. The teacher showed Nyi Roro Kidul picture to the students and let them mention the characters and characteristics in it. Then, teachers asked them to mention characters in each. While the students were mentioning the characters, the teacher wrote the characters on the white board. The characters of Nyi Roro Kidul are: Kadita, King Munding Wangi, And Dewi Mutiara. Kadita has beautiful face and kind hearted. King Munding Wangi is tall and handsome

and Dewi Mutiara is beautiful but evil. After that, the teacher gave explanation to the students about the vocabulary that had been already mentioned by them. The teacher differentiated the characteristics into some categories such as humble, innocent, evil etc. Then, the teacher let the students to read the vocabularies written on the white board.

2. The Result of Interview

The researcher interviewed to the teacher of SMP N 2 Mojo Kab. Kediri. The English teacher's name is Elisa Masruki, S.Pd. She teaches in seventh, eighth, and ninth class of SMP N 2 Mojo, for twelve years. She was graduated from University of Nusantara PGRI Kediri. She has experiences teaching in SMP N 2 Mojo, for twelve years. She ever follows workshop or coaching in KMD for seven days in 2016. Actually, She teach English language in eighth grade of SMP N 2 Mojo. She uses clustering technique to teach writing narrative text. She teaches clustering technique by spidergram. And the preparation that teacher has teaching writing narrative using clustering technique is: Lesson plan, First, in this case this lesson plan very important because it becomes materials and the purpose of the lesson to know how far the importance of learning narrative text toward students. Second, students worksheet is used to indicate the students understanding in answering the

questions from narrative text by the blank spaces in the folktale and assignment from LKS.

3. The Result of Documentation

The researcher used documentation to collect the data to complete the data which are gotten through observation and interview. From the documentation the researcher got the data of the teacher checklist, teacher profile, syllabus, Lesson Plan, and the photo of teaching and learning writing narrative text process in the classroom.

4. The Result of Students' response

Giving the questionnaire for 30 students, They are five students, in questionnaire point, chose item "Mudah" In an indicator, and the definition is the students can understand material using clustering technique with spidergram. And in an indicator chose item "Ya", the definition is clustering technique help the student to make a good paragraph narrative. And then they are five students, In questionnaire point, chose item "Sedang" The definition is students are able to understand about narrative material, then chose item "Ya" The definition is student can make a narrative text, to understand material They are twenty students, In questionnaire point, chose item "Sedang",

In an indicator, The definition is students understand some material about narrative and then chose item "Ya" the definition is student can know about narrative text.

B. Conclusion

After the data had been completely collected from documents, interview, and the questionnaire the researcher wants to review some points related to research in order to make conclusion. The research took place in Junior High School 2 Mojo Kab. Kediri and the object of the research was the eighth grade students of "B" class of SMP N 2 Mojo.

First, in writing narrative text using clustering technique, students needed to know good technique to make good paragraph narrative text. There few students can accept and help to make a good paragraph narrative using clustering technique from students respond indicators.

Second, teacher used the technique successfully, making a visual map of your ideas, it frees you from following a strictly linear sequence, thus it may allow you to think more creatively and make new associations". It means that clustering could make the students more creatively in developing the writing skill, improve vocabulary to know unfamiliar and difficult words.

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