ARTICLE

THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE TO TEACH WRITING TO THE TENTH GRADE STUDENTS OF SMAN 3 KEDIRI ACADEMIC YEAR 2017/2018

By:

LEA RIZKY SUKMANA PUTERI

14.1.01.08.0101

Advisors:

1. Dr. DIANI NURHAJATI, M.Pd
2. LINA MARIANA, S.S., M.Pd

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2017/2018

SURAT PERNYATAAN
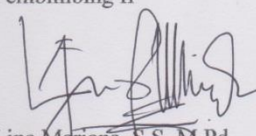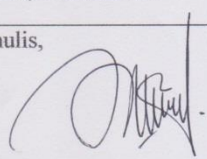## ARTIKEL SKRIPSI TAHUN 2018

Yang bertanda tangan di bawah ini:

Nama Lengkap	:	Lea Rizky Sukmana Puteri
NPM	:	14.1.01.08.0101
Telepun/HP	:	085649606262
Alamat Surel (Email)	:	leaalesya22@gmail.com
Judul Artikel	:	The Effectiveness of Using Clustering Technique to Teach Writing to the Tenth Grade Students of SMAN 3 Kediri Academic Year 2017/2018
Fakultas – Program Studi	:	FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi	:	UNIVERSITAS NUSANTARA PGRI KEDIRI
Alamat Perguruan Tinggi	:	JL. K.H. Achmad Dahlan No. 76 Kediri

Dengan ini menyatakan bahwa :

a. artikel yang saya tulis merupakan karya saya pribadi dan bebas plagiarisme;

b. artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri,..........2018
Pembimbing I	Pembimbing II	Penulis,
Dr. Diani Nurhajati, M.Pd NIDN. 0711126302	Lina Mariana, S.S.,M.Pd NIDN.0710097401	Lea Rizky Sukmana Puteri 14.1.01.08.0101

THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE TO TEACH WRITING TO THE TENTH GRADE STUDENTS OF SMAN 3 KEDIRI ACADEMIC YEAR 2017/2018

Lea Rizky Sukmana Puteri
14.1.01.08.0101
FKIP – Pendidikan Bahasa Inggris
leaalesya22@gmail.com
Dr. Diani Nurhajati, M. Pd[1] & Lina Mariana, S.S., M. Pd[2]
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Writing is a process of creativity expressing ideas in the mind into the form of writing with a specific purpose. To facilitate students in writing requires certain techniques to help students writing better. This study used clustering techniques to teach writing descriptive text. The objectives of this research is to investigate the effectiveness of using clustering technique in teaching writing descriptive text. The specific objectives are to find out: (1) How effective is the use of clustering techniques to teach writing to students in learning descriptive writing, and (2) How is the result of each aspect toward students in learning descriptive writing. The research method used in this research was quantitative method and the research design was a pre-experimental by using post-test. The instrument of this research was written test. The sample of this research was the tenth grade students of SMAN 3 Kediri. The result of this research shows there was a positive effect of the result of students' descriptive writing using the clustering technique. It can be seen from the calculation of the mean of post-test and the mean score of each aspect of writing. The mean of post-test is 83 and the mean score of content is 95, organization is 84, vocabulary is 85, grammar is 72, mechanics is 75. Thus, it can be concluded that using clustering technique in teaching writing descriptive text is effective to the tenth grade students of SMAN 3 Kediri.

Keywords: clustering technique, descriptive text, writing.

I. BACKGROUND

In learning language, there are four skills. They are listening, speaking, reading and writing. Writing is one of four language skills which is very important to learn, but writing is not easy. Among the skills, writing is the most difficult skill to be learn, because it needs high thinking in producing words, sentences, and paragraph at the same time. As it is stated by Richard & Renandya (2002: 303) that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

Writing English is actually not difficult. It is said to be difficult because in everyday learners do not use it, although often hear, talk, read. Writing is also easy with the terms willing to use it and study it in earnest in writing English. Byrne (1998:

1) states that sometimes writing comes easily, if learners are in the right 'mood' or have a clear and perhaps pressing need to express something, but as a rule it requires some conscious mental effort: learners 'think out' they sentences and consider various ways of combining and arranging them.

Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Therefore, learners must have extensive knowledge if they want to write well. In writing students need to get direction or guidance, especially in preparing the sentence, paragraph, and the development of the paragraph itself so that it becomes good writing. Therefore, writing can develop ideas that require systematically organized reasoning.

Before learners write into a good writing, they should pay attention to the components in writing. Brown (2001: 357) mentions five aspects in the writing. These include content, form, vocabulary, grammar or language use, mechanics. In writing, the content is the essence of writing and ideas that are written on writing. This element relates to the writers knowledge in writing including the

relevance of presenting the topic. Then, the arrangement or organizing in writing that shows the overall composition of the proper writing structure on the type of written text. Language selection is also a consideration of students in choosing the right words in expressing the idea. Even the use of grammatical forms and syntax forms in writing is usually judged by the accuracy of sentence structure such as subject-verb agreement, tenses, word order, etc. However, mechanics also need to be considered in writing applications such as punctuation and spelling. The ability to write is not just a form of activity that transfers thoughts into form of writing, but also must be done in writing that is arranged appropriately.

According to Permendikbud No. 21 (2016) on standard content for senior high school English subject should be achieved in the writing that is the ability to develop and produce simple functional texts in the form of descriptive, recount, report, and narrative text. But students can not directly master it all simultaneously. One of them is descriptive text. Hence the students are expected to be able to "develop oral and written descriptive text and write simple about people, places of interest, and famous historical buildings, taking into account the objectives, structure of the

text, and the linguistic elements, correctly in accordance with the context." In this case, the students must be able to understand and express the description of the topic, theme, and sentence, even paragraph so that the contents of the whole can be understood and accepted.

In the learning descriptive writing, there are some difficulties faced by students. Byrne (1988) mentions there are three problems that make writing skill difficult to master such as linguistic, cognitive, and content issues. The first problem is linguistics. It relates to our shrewdness in writing the right structure and hence the sentences that are formed will be able to blend into one another. The result is a text that can be made by the writer with a good exploitation. The second problem is the cognitive problem associated with our mastery of the forms of language, structure, grammar that are useful for effective communication in writing. Harmer (2004) mentions it with an organization problem which is of course more complicated than the problem organization in speaking. The third is the problem of ideas. This is related to what we can pour in writing. Often we lose the idea in the middle of the writing process. These problems must be solved to increase the students' ability in material of writing.

Based on the observation the researcher found that the students were not interested in learning process of writing descriptive text because in their opinion writing is boring. It happened because teachers were not creative in teaching writing of descriptive text, they did not use the suitable technique in teaching writing descriptive text. During teaching learning activity, the teacher gave them some minutes to do exercises meanwhile most of students did not pay attention to the teachers explanation even they did not do the exercise. Furthermore, the teacher never gave motivation to the students.

To solve the problems, the creativity of teachers to use the suitable technique in teaching the descriptive text is necessary. There are a lot of teaching techniques that can motivate the students and the teacher to get the English learning and teaching effectively, for example small group learning, clustering, brainstorming, and interactive learning.

Clustering technique is an alternative teaching technique that can be used to make students become easy and interested in learning writing of descriptive text. In clustering technique, students can make and develop the stage of planning (pre-writing) in order to find subtopic, topic or to organize the information. According to

Langan (2010: 22), he states that "Clustering, also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering, students can use lines, boxes, arrows to make the relations among the ideas from the students mind based on the topic". Moreover the clustering technique can motivate the students to write and stimulate their ideas, also it can build connections and establish associations between students experience and new information. Clustering technique is an effective tool for prewriting stage of the writing process. It helps the students to omit the unimportant ideas.

Based on the explanation above, clustering is assumed to help enrich ideas and open up student inspiration in learning writing skills especially writing descriptive texts. The purpose of this study is to find out how much the level of writing ability of students. The researcher is interested do the study about teaching descriptive text using clustering technique to the tenth grade students of SMAN 3 KEDIRI to help the students writing English easier particular in writing descriptive text. She took the title of this graduating paper "The Effectiveness of Using Clustering

Technique to Teach Writing to the Tenth Grade Students of SMAN 3 Kediri Academic Year 2017/2018".

Based on the background, the problems of the study can be formulated as follows:

1. How effective is the use of clustering techniques to teach writing to students in learning descriptive writing on the tenth grades of Senior High School 3 Kediri?
2. How is the result of each aspect toward students in learning descriptive writing on the tenth grades of Senior High School 3 Kediri?

II. METHODS

The approach of this research is quantitative research and the technique that being used by the researcher is experimental research especially the pre-experimental design mainly using one-shot case study. This research was carried out in SMAN 3 Kediri. Therefore the researcher chose X MIPA 5 class consists of 35 students as the sample of the research. This research was conducted since November to May. For the sampling technique, the researcher used purposive sampling to determine the sample of the research.

In order to collect the data for the research, the researcher used treatment and

post-test. The purposes of using those instruments are, first, the researcher conducted the treatment in order to measure the students' achievement toward the writing using Clustering Technique. The writing post-test which given in the last meeting was about writing the description of recreation place.

To analyze the result of the writing test that has been given to the students. The researcher used the rubric or composition to score the students writing, adapted from Brown (2007). According to Brown there are five aspect of writing that must be assessment, they are, content, organization, vocabulary, grammar, and mechanics. Next, the researcher calculates the result of the scoring and find out the Mean to decide the result of each aspect that the students' achieve.
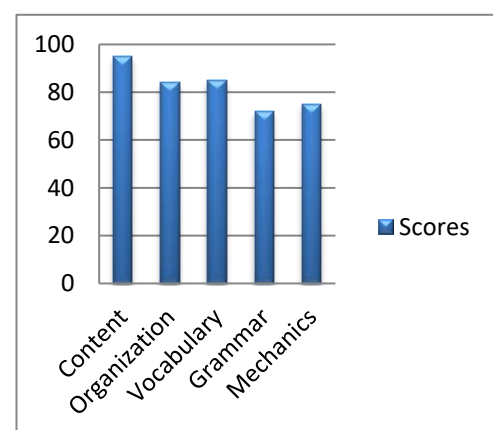
III. FINDINGS AND DISCUSSION

The aims of this research are to find out the effectiveness of clustering technique to teach writing to students in learning descriptive text. After analyzing the data, the researcher found that the result of the research was effective. there are a lot of benefit of using Clustering Technique in teaching writing that the researcher found after conducting the research.

First, the finding of the research had showed clearly that the use of Clustering Technique is effective way to teach writing especially at the tenth grade. Moreover, the effectiveness of Clustering Technique can be seen form the students' achievement which clearly describe in their score. The average score that they get is 83 and it is categorized as "effective" based on the scoring criteria that have been stated in the previous chapter. While the average score of each aspect such as content is 95, followed by vocabulary is 85, organization is 84, mechanics is 75, and the lowest score is grammar, 72. Form overall activity Clustering Technique really help the students in generating and organizing their idea into paragraph. The following is diagram of the result of each aspect in writing descriptive text.

Diagram 4.1.1

The Result of Each Aspect in Writing Descriptive Text

Based on the diagram above, Clustering Technique is effective to help the students in developing ideas. As a first experience, most of the students are nearly able to develop relevant idea and supporting sentence mainly in prewriting stage. This technique helps the students to gather up their thought about the topic.

The Clustering Technique that had been used by the researcher really helps the students in organizing their idea in prewriting into complete text. Then, using this technique the students able to write in a logical sequence with the topic sentence introduced the writing and a conclusion that wrapped up the writing.

On the other hand, there are problems that were being faced by them during the writing; they are grammar and mechanics. Therefore, used the Clustering Technique can develop the students ability. However, the overall findings based on the scoring result show that by using Clustering Technique for writing can help the students ability in generating the idea into coherent paragraph and it help the students to develop their idea based on the topic.

Based on the finding the researcher concludes that teaching writing using Clustering Technique at the tenth grade students of SMAN 3 Kediri is effective. It is proven based on the scoring result that has been calculated; it showed that the average score of students' achievement could reach the standard minimum based on the standard measurement of the students' achievement on chapter 4. The criterion stated if student can achieve at least 79 for the score they can be said succeed in this skill. It means that the students able to achieve good writing product based on the aspects of writing.

Moreover, after calculating the score based on the writing rubric the researcher found that there are three aspect of the writing that get high score. It proved that Clustering Technique really effective in those aspect of writing. The Clustering Technique that has been used can assist the students to gather up their thought into written form. It showed that this technique could drive the student's idea, develop that idea and organize it. Then, Clustering Technique that has been proven to be developed is generic structure. The score proved that Clustering Technique conducts the students to organize ideas in prewriting stage into paragraph. The students writing sample is completed with main idea to introduce the topic, the supporting sentences, and conclusion.

IV. CONCLUSION

Based on the data analysis that the use of clustering technique can help the students' write descriptive text. It can be seen from the result highest score of post-tests was 91, and the average value of post-test result data is 83. Therefore, the use of clustering technique is effective to students' descriptive writing. Besides, clustering technique helps the students to develop the content of writing a text. It can be seen form the result of the test that the average score of this aspect is 95.

By considering all those finding the researcher conclude that Clustering Technique is effective to be used in teaching writing mainly at the beginner level, in this case is at the tenth grade students of SMAN 3 Kediri Academic year 2017/2018.

V. BIBLIOGRAPHY

Brown, H. Douglas 2001. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Second Edition. USA: Pearson Education.

Brown, H. Douglas 2007. *Principles of Language Learning and Teaching*. Fifth Edition. USA: Pearson Education.

Byrne, Donne 1998. *Teaching Writing Skill*. London and New York: Longman Group UK Limited.

Harmer, Jeremy 2004. *How to Teach Writing*. England: Pearson Education Limited. Longman.

Hermansyah. *Teaching Descriptive Writing Using Clustering Technique at the Second Grade Students of Man Cimahi*. English Education Program Language and Art Department Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP). Siliwangi Bandung.

Langan, John 2010. *Exploring Writing Sentences and Paragraphs 2E*, second edition. New York: McGraw-Hill.

Nunan, David 2003. *Practical English Language Teaching*. New York: McGraw-Hill Education (Asia).

Permendikbud, No. 21 2016. *Standar Isi Pendidikan Dasar dan Menengah*. Jakarta.

Richard, Jack C. and Renandya, Willy A. 2002. *Methodology in Language Teaching. An Anthology of Current Practice.* New York: Cambridge University Press.