

ARTICLE

**TEACHING WRITING USING CLUSTERING TECHNIQUE
FOR THE EIGHTH GRADE STUDENTS OF SMP DHARMA
WANITA PARE ACADEMIC YEAR 2016/2017**



By:

ALFIAN WIDI SUSILO

13.1.01.08.0043

Advisors :

- 1. Dewi Kencanawati, M.Pd**
- 2. Rika Riwayatningsih, M.Pd**

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

2017




**SURATPERNYATAAN**
ARTIKEL SKRIPSI TAHUN 2017**Yang bertandatangan dibawah ini:**

Nama Lengkap : ALFIAN WIDI SUSILO
NPM : 13.1.01.08.0043
Telepon/HP : 085708372944
Alamat Surel (Email) : alfianwidi35@gmail.com
Judul Artikel : Teaching Writing Using Clustering Technique for the
Eighth Students of SMP Dharma Wanita Pare
Academic Year 2016/2017
Fakultas – Program Studi : FKIP- Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nisantara PGRI Kediri
Alamat Perguruan Tinggi : Jln. Kh. Achmad Dahlan No. 76 Kediri

Dengan ini menyatakan bahwa:

- Artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiatisme ;
- Artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila dikemudian hari ditemukan ketidak sesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 11 Desember 2017
Pembimbing I  Dewi Kencanawati, M.Pd NIDN. 0707097102	Pembimbing II  Rika Riwayatining Sih, M.Pd NIDN. 0721107201	Penulis,  Alfian Widi Susilo NPM. 13.1.01.08.0043

**TEACHING WRITING USING CLUSTERING TECHNIQUE FOR THE EIGHTH
GRADE STUDENTS OF SMP DHARMA WANITA PARE ACADEMIC YEAR
2016/2017**

ALFIAN WIDI SUSILO

13.1.01.08.0043

FKIP – Prodi Bahasa Inggris

Email: alfianwidi35@gmail.com

Dewi Kencanawati, M.Pd¹ dan Rika Riwayatiningih, M.Pd²

UNIVERSITAS NUSANTARA PGRI KEDIRI

Abstract

Indonesians have low level of writing interest compared to other people in the neighbor countries. Writing is considered as the most complex skill to learn because it requires background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. Therefore, an appropriate learning technique is needed in order to improve the writing skill such as Clustering Technique. The aims of this research are to know the students' writing ability before and after being taught by clustering technique and also to know whether or not there is any influence of teaching writing descriptive text using clustering technique on the eighth grade students' writing ability at SMP Dharma Wanita Pare academic year 2016/2017. Furthermore, this research used quantitative research particularly experimental with one-group pretest-posttest design. The sample of this research was VIII-E class which consisted of 22 students with 9 males and 13 females. In order to collect the data, the researcher used written test in essay form about describing animal as the instrument of the research and used t-test to analyze the data of the research. The result of the research showed that the mean score gained from pre-test and post-test improved. The mean score of pre-test was 50 while the mean of post-test was 65.45. Besides, it was found that the t-test (11.778) and the t-table with the degree of freedom (1.721) at the level of significance of 5%. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. Therefore, it can be concluded that clustering technique gives significant effect on the student's writing ability especially to the eighth grade students at SMP Dharma Wanita Pare in academic year 2016/2017. It is suggested that the English teacher should use clustering technique in teaching writing because it is such an interesting way to make the learners write

Keywords: Writing, Clustering Technique.

A. INTRODUCTION

English has become one of the international languages that is used by most of people in the world. In Indonesia, English is the first foreign language which is taught from junior high school to university. One of the aim of teaching

English is to develop students' ability for communication. There are four skills that students should master in learning English, they are listening, speaking, writing and reading. Listening and reading are receptive skills while writing and speaking are productive skills.

Writing is a skill which stimulates students' mind to think actively because they have to be a hard thinker to connect between fact and ideas. Oshima and Hogue (1997: 2) say that writing is a progressive activity. That means when someone writes down something, she has been thinking about what she is going to say and how is going to say it. After that, she has finished writing, she reads over what she has written and makes changes and connections. Therefore, writing is never a one – step action, it is a process that has several steps.

Indonesians have low level of writing interest. A report about number of published books which are written by Indonesians showed that Indonesians only wrote about 4,000 to 5,000 books each year in spite of the countries large population. This number is considered very low when it is compared to that of other countries, for example the neighboring country Malaysia. With the population only one tenth of Indonesians, Malaysians can write between 6,000 to 7,000 books each year (Hardjo Prakoso, 1997, as cited by Alwasilah, 2005). This finding is supposed to greatly concern all of Indonesians because it can be inferred from this fact that writing has not been a culture of Indonesian people.

Compared to the skills, writing is the most complex skill to learn. Leo Masiello (1986: 1) states that writing is hard work, or students explains, 'for me, writing is like running exercise. The reason that say this is because both of these activities take a lot of effort. It means that writing is unlike another skills, it requires background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. Students have several problems in their writing such as no motivation in writing, less confidence to express their thoughts in written form caused by lack of grammar, difficult to organize ideas, and limited vocabularies. This case is normally a main problem in many schools. In order to improve students' score in English writing, a technique which can overcome this problem is needed.

According to Brown (2000: 7) teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. He states further that teaching is guiding and facilitating learning, enable the learner to learn setting the condition for learning. In teaching, the teacher should focus on the Competence Standard – Standar Kompetensi (SK) and Basic Competence Kompetensi Dasar (KD) in curriculum. There are two kinds of

text that need to be taught to students based on the basic competence of teaching writing at junior high school, they are descriptive text and procedure text. Both of them are taught in the seven grade of junior high school.

A descriptive is one of the monolog texts which is difficult to be learnt by students because students need critical thinking to write a paragraph. A descriptive text is a text that describes the features of people, animals, things or places. According to Abisamra (2005) “descriptive text is a text that tells the reader what the thing is, or what the thing does”.

Clustering technique is used in the prewriting stage of the writing process. In the pre writing process, students develop their ideas first before they start to make paragraph. The word prewriting comes from “Pre” which means before. Prewriting means the work done by the writer before the paragraph is actually written. Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or a phrase in the middle of a blank paper and circle it. The next step is write down the related words or phrases which come into mind, circle each of them then make line which connects each to the main.

According to Kellogg (1990) “Clustering is a visual network of ideas and relations which writer constructs the relations between ideas and clustering, and concentrates only on invention”. In the beginning students have to find out the main idea what they want to write.

The advantages of clustering technique are it is helpful for the students to develop and organize their ideas systematically. By using clustering technique, students will be motivated to write a good paragraph, especially a descriptive text, because this technique is interesting. Clustering technique can clearly show what the students think. So, their ideas will appear clearly. And this technique is easy to be applied by the teacher.

Based on the writer experience when he observed on SMP Dharma Wanita Pare. The process of teaching and learning English in the classroom is still passive. The students don't understand clearly about descriptive text. They don't understand how to identify the descriptive text, how to describe place, person and object in the English writing. Besides, the teacher still uses the old technique in teaching writing descriptive text which makes the students feel bored and they don't understand the materials properly.

Therefore, the teacher needs to be more creative in teaching.

Based on such illustration in background of study, research questions formulation are:

1. How is the eighth grade students' writing ability at SMP Dharma Wanita Pare academic year 2016/2017 before being taught writing descriptive text using clustering technique?
2. How is the eighth grade students' writing ability at SMP Dharma Wanita Pare academic year 2016/2017 after being taught writing descriptive text using clustering technique?
3. Is there any influence of teaching writing descriptive text using clustering technique on the eighth grade students' writing ability at SMP Dharma Wanita Pare academic year 2016/2017?

B. RESEARCH METHOD

The approach of this research was quantitative research while the technique was experimental research particularly pre-experimental design mainly using one-group pretest-posttest design. This research was conducted at SMP DHARMA WANITA PARE, which consist of 320 students who are divided into 10 clases.

Every class consists of 32 students became the population of the research. In here, the writer use sample clustering sampling in determining the sample of the research. The procedure use clustering sampling is there are 10 classes and the researcher take 1 class that was observed.

In collecting data for this research, The researcher used written test about describing animal as the instrument of the research and it was in essay form. The test was determined into pre-test and post-test. The purpose of using these instruments was to measure students' writing ability in descriptive text before and after being taught using clustering technique.

In order to analyze the result of students' written test, the researcher used t-test. After measuring and calculating students' written test, the researcher calculated the mean score of pre-test and post-test, then measure it by using t-test formula and lastly compare the result of t-test with t-table.

C. RESULT AND DISCUSSION

The result of this research was described based on the research questions which are how is the eighth grade students' writing ability before and after being taught using clustering technique, and is there any influence of using clustering technique to the student's

writing ability. The result showed that students' writing ability after being taught using drilling technique was increasing as it stated in the following table.

Table 4.6

Average Score between Pre-test and Post-test

N = 22 Students	Pre-test	Post-test
Total score	1100	1440
Mean	50.00	65.45

From the table above, we can see that the mean of both pre-test and post-test scores are obtained by dividing the total score with the number of students. The mean of pre-test is 50 while the post-test is 65.45 with the amount of students was 22. It can be concluded that there is a huge different between the mean of pre-test and the mean of post-test. The mean of post-test is better than the mean of pre-test.

Further, from t-test calculation, it was found that the result of t-score was 11.778. The result of t-score was compared with t-table at the degree of significance 5% to assert whether the alternative hypothesis was accepted or rejected. Moreover, it can be seen from the table below.

Table 4.7

The Statistical Computation of Using T-Test

Df	T-score	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
21	11.778	1.721	Accepted	Rejected

From the table above, it was found that the result of t-test between the students' pre-test and post-test was 11.778 and t-table with degree of freedom (df) was 1.721 at the level of significance of 5%. It means that t-test is higher than t-table ($11.778 > 1.721$). Therefore, H_a is accepted and H_o is rejected.

According to the research findings that has been explained before, it can be concluded that teaching English writing descriptive text using clustering technique has significant influence to the students' writing ability. It can be proved from both of pre-test and post-test scores. The score of post-test is higher than the score of pre-test.

Furthermore, the students' writing ability when the writer came over for the first time was not good. For the example, they have less confidence to express their thoughts in writing, their vocabulary is lack, their writing is not well organized and their ideas are not coherence. These issues make their English grade is bad.

After doing the treatment, the students' ability was better and their scores improved. The application of clustering technique on students' writing descriptive text is effective. This technique is suitable to the students as it is fun and it helps students to explore more idea that is on their mind and students are no longer

bored. Besides, their vocabulary also improved as clustering technique encourages them to think in English before they deliver their ideas in written form. Then, they could organize the paragraph well, therefore their paragraphs were more coherence.

Referring to the obtained score, the writer concludes that the other aspects except organization, vocabulary and word choice still less improved. The result of post-test showed that the students had difficulties in the aspect of presentation. This problem occurred because they could not master the grammar, spelling and the punctuation. They did not put the punctuation in the right place. Their writing was still ungrammatical correct in spelling. Moreover their grammar was quite bad, there was still a common mistake such as composing the right verbal and nominal sentences.

The result is line with the previous research that conducted by Ike Rizka Dzulhijjah, Ferry Rita and Hastini (2016) entitled "Improving Writing Ability of Grade VII Students through Clustering Technique". This study was conducted at SMP Negeri 1 Sindue with two classes. There was a significant difference between the result post-test in experimental group (78.75) which was greater than the result of post-test in control group (42.95). The

clustering technique was lead them to get ideas and vocabulary. Finally, the researchers concluded that the use of clustering technique is effective to improve writing ability in descriptive text of grade VII students at SMP Negeri Sindue.

In Summary based on writer's research finding, clustering technique is an effective way to enhance students' writing ability. This technique benefited students because they can easily create ideas, they can creatively think based on their thoughts before pouring them out to the written text. Therefore the students can write paragraph properly and get a good grade.

D. CONCLUSION

1. Conclusion

Compared to the skills, writing is the most complex skill to learn. Because it requires background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. Students have several problems in their writing such as no motivation in writing, less confidence to express their thoughts in written form caused by lack of grammar, difficult to organize ideas, and limited vocabulary. The fact showed that the students' writing ability on the eighth grade at SMP Dharma Wanita was poor. It can be caused by any

kind of problems that have been stated in the background of the research.

Before being taught by clustering technique, the students' writing ability was poor. They had a problem to express their thoughts in English written form, they got lack vocabulary and they could not compose nice paragraphs, therefore their writing result was not coherence. Besides, the English teacher did not teach them with any kind of way to teach writing, he only taught them only from handbook. The writer thought that could be their writing ability did not improve. Clustering technique is a potent brainstorming technique for producing the pieces of writing. It is kind of prewriting activity that enrich idea before students start writing. After being taught by clustering technique, the students' became more interested in writing English descriptive text. The writer found that they got a way to write paragraphs easily and more fun. Then, their vocabulary improved as clustering technique encourage them to think in English before they deliver their ideas in written form and they could organize the paragraphs well.

According to the data analysis, the t-test is 11.778 at the degree of significance of 21 and the t-table is 1.721 at the degree of significance of 5%. As explained in the chapter IV if $t\text{-test} > t\text{-table}$ and the degree

of significance is very significance. Therefore, H_0 or null hypothesis is rejected. It means that there is a very significance influence of using clustering technique to the students' ability in writing descriptive text in the eighth grade of SMP Dharma Wanita Pare. The writer concludes that the students' ability in writing descriptive text after using clustering technique is better than before using clustering technique. It can be seen from their score test from the computation through t-test. In the other hand, by applying clustering technique, students get more attracted during the class. Moreover, clustering technique helps students to develop their motivation to comprehend the material.

2. Suggestion

In this section, the writer would like to give suggestions for the English teacher, students and other researchers according to his experience in doing research.

1. The English teacher

As mentioned before, some of teachers still teach students only from the textbook. They don't use any media to teach students. It causes the students become passive and they are not attracted by materials. In the other hand, teaching students requires some interesting methods in order to make students enjoying the

materials. As an example, teachers are supposed to give clustering technique in teaching learning process.

2. The students

Nowadays, students are expected to be more active and independent in studying. There have been much learning resources from books or internet. They don't have to rely to the teachers as they can learn the materials independently. Clustering technique helps students to be more active in the class.

3. Other researchers

The other researchers are also expected to improve and making better research in the future about the clustering technique by finding much more references. The writer do hope that his research will be useful for teaching writing for the purpose of improving students' English achievement.

E. BIBLIOGRAPHY

Abisamra, N. 2005. *Teaching Writing Approaches and Activities*. Retrieved from http://nadabs.triod.com/teaching_writing.htm.

Alwasilah, A.C. 2005. *Pokoknya Menulis: Cara Baru Menulis dengan Metode Kolaborasi*. Bandung: Andira

Brown, D. 2000. *Principles of Language Learning and Teaching 4th Edition*. New York: Longman.

Dzulhijjar, I.R., Rita, F., & Hastini. 2016. *Improving Writing Ability of Grade VII Students Through Clustering Technique*. *E-Journal of English Language Teaching Society (ELTS)* Vol. 4.

Kellog, R.T. 1990. *Evectiveness of Prewriting Strategies as A Function of Task Demands*. USA: The American Journal of Psychology.

Masiello, L. 1986. *Writing in Action*. New York: Macmillan Publishing Company.

Oshima, A., & Hogue, A. 1997. *Introduction to Academic Writing*. New York: Addition Wesley Longman.