

ARTIKEL

**THE IMPACT OF CLUSTERING TECHNIQUE TO STUDENTS'
DESCRIPTIVE WRITING ABILITY FOR 10TH GRADE
IN SMK PGRI 4 KEDIRI**



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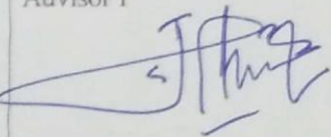
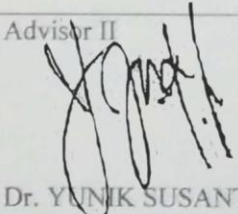
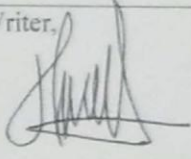
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ABSTRACT

The aim of this study was to investigate the impact of clustering technique on students' writing ability of descriptive text for the 10th grade students of SMK PGRI 4 Kediri in academic year 2018/2019. The method used in this study was a quantitative method and the design of this research was pre-experimental research by using one group pre-test post-test study. Based on the result of written test, the mean score of the class was increased. The finding of this study showed that there was a significant impact of clustering technique on students' descriptive writing ability. It was proved after the data were analyzed by Paired Samples t-Test using SPSS software, it was obtained that Sig. (2-tailed) score was 0,000 smaller than 0.05. Therefore, it can be seen that $p < \alpha$; ($0,000 < 0.05$) which mean H_0 was rejected and H_a was accepted. It was concluded that the result of this study was a significant impact of clustering technique on students' writing descriptive ability. By using clustering technique, it guided the students how to describe the characteristics of an object. Using clustering technique can create interesting and enjoyable learning activity. It means clustering technique was effective to improve the students' writing ability of descriptive text.

Key words: writing ability, clustering technique, descriptive text

I. INTRODUCTION

One of the aims of teaching English is to develop students' ability for communication. In learning English, there are four skills to be mastered, which are listening, speaking, reading and writing.

Listening and reading are receptive skills, on the other hand speaking and writing are productive skills. According to Harmer, the language skills are divided into two, which are receptive and productive skills (2001: 16-17). Where, listening and reading are

recognized as a receptive skills because both of are receiving the message. While the speaking and writing are recognized as productive skills because both of are involved the language production. Writing is taught by listening, speaking and reading. It is important because it is a way to express the language in writing (Harmer, 2001: 20). Accordingly, writing is necessary to teach, in order to make the students easier to express their idea in writing. It implies that writing is an important skill that has to be learnt beside the other language skills. Based on the writer's experience during the teaching practice at SMK PGRI 4 in the first semester 2018/2019, in writing the descriptive text, students often find some difficulties to organize their ideas. Furthermore, many students make some mistakes and face difficulties to build and develop their imagination. In fact, a number of problems in writing are shown in some researches. A study conducted by Ghufron (2018: 9) inferred that the causes of the difficulties faced by the students in writing are lack of vocabulary, low mastery of grammar, organizing ideas, and also inappropriate teaching technique. A study by Kristiawan (2016: 11) also found that the students still had problems in writing. To solve these problems, a teacher of English subject needs another innovative and interesting technique in teaching

writing. In addition, the technique meets students' need and interest. One of them is clustering technique. As Steele stated (1991: 41) clustering technique is one of pre-writing procedures which can be used to help writers clarify their thinking which, in turn, increases their ability to express their thoughts either orally or in writing. The advantages of this technique are students are able to find out the related words, ideas, concepts as many as possible to the topic given, can stimulate their ideas and organize their idea before they develop into paragraphs (Sabarun, 2013: 12).

There have been some studies which were conducted related to the topic of this study. The previous study was conducted by Sahbaz in 2011, followed by Salam (2011) and also Fahmi (2011) who conducted the research about teaching writing by using clustering technique. The result of their study showed that there was improvement of student's writing ability using clustering technique. Based on the explanation above, the writer chooses the clustering technique as a technique that is supposed to help the students' problems in writing descriptive text. Clustering makes free the students from following strictly linear sequence, thus it may allow them to think more creatively and make new association. This is an effective tool to develop the students ideas. So, the

researcher decided to carry out a research entitled “The Impact of Clustering Technique to Students’ Descriptive Writing Ability for 10th Grade in SMK PGRI 4 Kediri.”

II. METHOD

This research was quantitative research which used pre-experimental research design by using one group pre-test post-test study. This research was conducted at the 10th grade of SMK PGRI 4 Kediri; also, the sample of this research was class TKJ which consisted of 30 students in first semester of 2018/2019 academic year. For the data collection instrument, a pre-test and a post-test of writing were administered. The pre-test was conducted for 60 minutes and the students were asked to write a descriptive text about particular person with their own word. The post-test was administered after treatments and it also took 60 minutes. This research was conducted in five meetings: pre-test, first treatment, second treatment, and post-test. The data collection instruments were estimated valid based on the 2013 curriculum; moreover, in order to make sure that the data collection instruments were reliable, the researcher asked for the scripts advisor’s help to check the appropriateness of the instrument whether it was proper to give to the students or not. The students’ scores from the pre-test and

the post-test were analyzed by using t-test of SPSS software.

III. RESULT AND DISCUSSION

At the first meeting, the researcher conducted the pre-test to find out the students’ ability of writing descriptive text before the treatment. The pre-test was administered for 60 minutes. The mean of the pretest was 59.33; the highest score was 78; and the lowest score was 40. From that data, it could be seen that most of the students’ descriptive writing text ability was still very low. It means that the students have some problems in writing the descriptive text.

After clustering technique was implemented to teach descriptive writing in order to get better composition, the researcher gave the post-test to the students. In post-test, the mean score of post-test was improved to 72.03; the highest score of post-test was 86; and the lowest score in post-test was 60. Moreover, all students’ score from the post-test is significantly higher than their pre-test score.

In addition, to prove the improvement of the students, the researcher calculated the students’ scores using SPSS 17.0. Nevertheless, before it was done, the researcher made sure that the data were taken from random, normally distributed, and homogeneous sample.

It shows that the significant level was lower than 0.05 and it can be concluded that there was improvement of the students' descriptive text writing ability.

The finding of this research indicates that by using clustering technique, the students' writing ability was improved. Based on the result of research, the researcher found that it is essential to use technique in teaching writing in order to improve the students' ability; in this research, the technique used was clustering. The researcher found that, there was a significant improvement of the students' writing ability after being taught using clustering technique. This study also analyzed the improvement of each aspect of writing. Language use aspect was the lowest in the gain since the student could not using tenses and agreement well in their writing especially in pre-test but in the post-test the students tried to add some sentences to improve their sentence in the paragraph. The students also wrote the ideas or sentences leads into another in order to make a paragraph coherently. While, based on the gain score, mechanic aspect improved more significantly than the other aspects. That was because in the first and second treatment, the students were instructed to care in punctuation and spelling (in revising step). The researcher also reminded them to be careful and focus

in writing while they were doing the post-test. Therefore, the result of the students' post-test showed that mechanic aspect (punctuation, spelling, and capitalization) improved mostly.

Along the treatment, the research noticed that the students' writing ability was increased slightly. This was proven by the students' data taken by the researcher. The students' works were better than their result in pretest; even, they were able to create a recount text smoothly enough. They showed their knowledge about a topic and stated ideas clearly in order to make the reader understand. Since, the students were taught how to visualize their ideas and making a connection to the topic given before they composed paragraph. Clustering technique helped the students to learn, generate, arrange and store information in their brain. In clustering, the students could write keywords, clues, or phrases after that the students' task was to develop sentences from the clues that were made before. Furthermore, it is might be helpful for the students in understanding the relationship among the parts of board topic and for developing sub topics, so they could generate what they want to talk in their text. In other words, it gives the students' opportunity to begin to write as they want freely. By presenting variety of different main words, then, it is easier to find

something that will attract the students and may even encourage further writing. This might be related to the conclusion from previous research by Fahmi (2011) and Salam (2011) who states that clustering technique helps the students to generate, develop, and arrange their ideas. Besides, the process of making controlling ideas helped them to organize the words into good sentence. It could be said that the problems which the students faced in the pre-test were decreased by the use of clustering technique.

IV. CONCLUSION

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions. First, the implementation of clustering technique could improve the students' descriptive text writing ability. In addition, the use of clustering technique could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the post-test in each aspect. Second, by using clustering technique, it will be easy for the students to express their ideas because this technique provides opportunities for the students to clarify their thoughts before they begin to write. The students will develop their ideas first then make a relation among the

information that stored in their brain. So, it will help them to write the descriptive text easily.

Based on the research findings, several implications for English teachers are proposed. First, the English teachers are suggested to use clustering as a technique that can be used to improve students' writing ability in descriptive text effectively because the researcher found that through clustering, students become more active and autonomous in the learning process. Second, teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friend anymore in getting information or meaning of words. The students will be independent and can get more knowledge. Third, the teacher should reinforce the students about correct grammar and do more frequent practice in using present tense, especially in writing descriptive text.

There are also some suggestions for students. The students need to pay more attention in learning English and they should active in asking question when they have a difficulty. They should use clustering technique as the first step in writing a text. In addition, students can generate their ideas or vocabulary better by using clustering technique, and also improve the other writing aspects.

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