THE EFFECT OF CLUSTERING TECHNIQUE ON STUDENT'S WRITING SKILL IN RECOUNT TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL

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ABSTRACT

The objective of this study is to know the significant effect of Clustering Technique on students' writing skill in recount text at the tenth grade of Senior High School. This study used quantitative research with quasi-experimental design. It was conducted in tetnth grade of SMA Negeri 1 Rantau Utara. The researcher took 72 students where 36 students for experimental class and 36 students for control class. In collecting the data, the researcher used test in essay test. The researcher used two test, pre-test was given before treatment and post-test was given after treatment in learning process. Then, the researcher analyzed the data by using statistical formulation and Microsoft Excel 2013 with 0,05 significance level. After analyzed the data, the researcher found that the value of $t_{observed}$ was higher than t_{table}. It can be seen from $t_{observed}$ (2,055) > t_{table} (1,6) at the significance level 0,05 and degree of freedom (df) = 70. It means that the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. It can be conclude that Clustering Technique has significant effect on students' writing skills in recount text at tenth grade at SMA Negeri 1 Rantau Utara.

Keyword: *writing, students, skills, clustering technique*

INTRODUCTION

Writing is one of the skills in English and includes skills that enhance creativity. This means that writing is the result or product of receptive skills possessed by students. They learn how to speak and write by reading or listening to others. Actually, writing skills are the ability to go through the process of turning creative thinking into written communication. Based on this statement shows that writing can improve student's creativity and ways of thinking in writing. Writing can also be used as a tool to communicate with others.

In fact, writing requires a different approach to the design of learning activities. Activities need to 2xperi functional requirements and embrace various stages observed in the writing process. They may focus on the prewriting / rehearsal / revision phase. To help student-writers develop ideas, produce plans, serve initial stimuli to write and provide motivation, certain activities such as recommended below can help students write effectively[1].In teaching teachers have an important role in accommodating students to have better creativity in writing English. According to Hamlin the techniques used by teachers in the class guide students who in turn build self-confidence and improve quality while developing students' writing and thinking abilities[2].

Based on the 2013 curriculum, in class X in SMA Negeri 1 Rantau Utara Rantauprapat, students are able to produce a kind of text genre in writing. Recount text is one genre that is required for students to write well. This is a type of text that retells experiences or moments that have occurred in the past and are usually presented in the form of generic structures.

LITERATURE RIVIEW

Writing is a very important skill in student life and becomes a medium for students to express their feelings to others in expressing their ideas Many experts have several definitions to explain clearly and in detail about the true meaning of writing. Furthermore, there are several mentions by experts regarding the meaning of the writings of the experts.

First, according to Nunan, writing is a mental act that creates ideas, ideas, and expresses ideas into sentences and even paragraphs so that the reader's understanding is clear and detailed[3].Writing is a language expression in the form of letters, symbols, or words in written form. The main purpose of writing is communication to exchange ideas in written form. People have used many tools for writing including paints, pencils, pens, typewriters, and computers. Then writing can be formed on a cave wall, a sheet of paper, or a computer[4].

RECOUNT TEXT

Recount text is text that retells what has happened in the past. The purpose of these stories is to tell a series or story of events and evaluate their significance in some way. It has an expression of attitudes and feelings, usually made by the writer about the event that

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[1] Baroudy, I. "*A Procedural Approach to Process Theory of Writing: Prewriting Techniques". The International Journal of Language Society and Culture*, 2008,pp 24.
[2] Hamlin, C.. *Effective Teaching Strategy. Education Journal.* Retrieved on November,2003
[3] David Nunan, *Practical English Language Teaching,* (Singapore: McGraw-Hill, 2003), p.88
[4] UtamiDewi, How to Write, Medan: La Tansa 2010 p. 2-3

happened. Recount text retells about past events and uses time adverbs, for example: when, one day, at a time, the last holiday, after, before, and others. It's easy to distinguish a recount text from other text stories. Usually in recount text, the subject is I, or the human name[5].

In the recount text is to tell others about something that has happened in someone's life, what someone is doing on the weekends. Maybe about interesting things that happened when someone vacationed last year. Talking or writing about past events is called recount text. In short in recount text is a piece of text that retells past events, usually in the order they are experienced. The purpose of the recount text is to give an audience a description of what happened and when it happened. Recount text is a text that retells events or experiences in the past, the social function is to retell events for the purpose of providing information and entertaining for readers. With simple words, recount text is a genre created in order to inform about past activities.[6]

CLUSTERING TECHNIQUE

One of the techniques used in writing is clustering of writing. There are many definitions of clustering put forward by experts. One of them, according to Karen Blanchard, and State of Root Christine defines clustering as a prewriting technique in another and effective way. It's a visual way of showing how your ideas relate using circles and lines. When you are a group, you draw a diagram of your ideas in writing.[7]

Santi V. Buscemi said that cluestring is a good and effective way to turn a broad and clear subject into one that is easier to organize for essays or short writing and is easy for readers to understand. Also called mapping and diagramming techniques, grouping is another effective way of gathering formations for a good and correct essay. To group ideas, start with a blank sheet of paper. In the middle, we write and circle the words that reveal the broad subject that should be written. We think of ideas and details related to this subject. This technique will help students to compose or express their ideas before developing effective writing of recount text paragraphs.[8]

THE STEPS OF CLUSTERIG TECHNIQUE

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[5] Sri DewiAstuti, *Comparing and contrasting Descriptive and Report Text,* Bekasi: AdhiAksaraAbdi Indonesia,2002 p. 90

[6] Pardiyono, PatiBisa! *Writing Clues For Better Writing Competenc*e, Yogyakarta: ANDI,2008p. 164

[7] Karen.B & Christin.R. Ready to Write: *A First Composition Text 3ed.*Longan: (Pearson Education,Inc 2003.p.42

[8] Santi V. B, A Reader for Developing Researchers, New York: MacGraw-Hill Companies,Inc.,p.14

Clustering is a way of generating and connecting ideas visually. I will use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of clustering[9].

- Take or put down a sheet of paper and write down your main topics you want or the ideas you have.

- Then start writing ideas related to the topic you want earlier around it, then circle it, and link it to the central circle. Write, then move to another place, write again, and move to another blank place and keep moving and writing.

- Then write down any ideas or ideas that you have previously, examples, facts, or other details related to each idea, and then combine them into a circle and give the appropriate arrows.

- Then ,repeat as you write and complete new words and phrases, drawing the line back to the last word, middle word, or other related words to make the perfect word.,.

RESEARCH METHODOLOGY

This research was conducted at class X of SMA Rantau Utara 1 Rantauprapat in 2019/2020 Academic Year . This school located in Jl.Mahoni Rantauprapat, Padang Matinggi, Rantau Utara, Rantauprapat, North Sumatera.

This research used quantitative method. In particular, a quasi-experimental design was used in this study. By using quantitative methods, the data uses a mathematical procedure called a statistical procedure that provides information to answer research questions or hypotheses. To collect data in the field, students are given writing tests. The test was given to students in two groups, namely the experimental and control groups. They are pre-test and post- test. This test design is in the form of an essay. Data collection techniques are techniques or methods used by researchers to collect data in research. Data collection can be interpreted as a research activity to collect large amounts of data in the field where the data will be needed to answer questions and to test hypotheses.

Researchers used data through student tests to determine the results of students' writing skills by using clustering techniques which were applied in two classes, namely the experimental class and the control class. In the essay class, the clustering technique was used, then the control class without using the clustering technique in the control class. After

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[9] Barbara Fine Clouse, *A Troublshooting Guides Strategies & Process for Writers*, New York: McGraw Hill, 4th Edition, 2005 p. 24-26

all student scores have been obtained, the researcher then analyzes the prerequisite data: normality and homogeneity.

T-test is the statistical analysis to know the difference between two means.[10] After normality and homogeneity test as a requirement of t-test was complete, the researcher collected all the data in post-test from experiment and control class in order to know the significant effect of Clustering Technique on students' writing skill of recount text at teth grade of SMA Negeri 1 Rantau Utara in academic year 2019/2020. The purpose of t-test is to know the hypothesis that will be accepted or even rejected. The formula of t-test can be seen as below:[11]

FINDING AND DISCUSSION

The data of this research were obtained from the result of test from both of class, in order to see there is an effect of using semantic mapping strategy or not. The experimental class (X-IPA 1) and the control class (X-IPA 2). In the experimental class, the students were taught by using Clustering Technique , then, in the control class, the students were taught without using Clustering Technique.

In the experimental class, there were two students who got the lowest score of pre test , the score was 70. Meanwhile there were two students also who got the highest score, it was 85. In the post-test, there were three students who got the lowest score of post test, the score was 75. In other hand, there were four students who got the highest score, it was 100. The mean score of pre-test was 2.753 and the mean score of post-test was 3.101. So, the mean of experimental class in the pre test 76,47 and in the post test 8,61.

In the control class, there were a student who got the lowest score of pre test, the score was 70, in the other hand, there were two students who got the highest score, it was 75. The mean score of pre-test was 76,41 and the mean score of post-test was 86,1.

The data of this research were obtained from the result of test from both of class, in order to see there is an effect of using Clustering Technique or not. The experimental class (X- IPA 1) and the control class (X IPA 2).

Based on explanation above, The increased of total point of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

[10] Sri Wahyuni Saragih, (2017), Statistik Pendidikan, Medan: Fakultas Tarbiyah UINSU, P.80
[11] Santoso, (2018), *Statistika Hospitalis: Edisi Revisi,* Yogyakarta: Deepublish, P.95

The result of post-test both experiment class and control class was conducted after doing the treatment. Based on the data in appendix it could be seen that there is a significant different between the experiment class.

Next, the researcher was compared tvalue and ttable to know whether using Clustering Technique in teaching writing is effective to improve students' writing recount text or not. According to the computation above, it can be seen that $t_{observed}$ = 2,055. As it can be known that the basis testing hypothesis was Ha is accepted if $t_{observed}$ > t_{table}. In this testing hypothesis, the researcher used the calculation of t table with the degree of freedom 70 (df = N1 + N2 − 2) at the level of significant 0,05. It showed that the critical value of t table was 1,66 (See appendix 5). After calculated the score, it was found that in this research $t_{observed}$ was higher than ttable. It means that $t_{observed}$ (2,055) > ttable (1,6). It means that $t_{observed}$ > ttable . .So, it can be conclude that Ha is acceptd and is showed that there is a significant effect of using Clustering Technique on students' writing skill in recount text.

Discussion

Based on the result above, it showed that there is an effect of using Clustering Technique on the students' writing skill in recount text at tenth grade SMA Negeri 1 Rantau Utara. It can be seen from the result or score in experimental class which has higher score that control class. From the result above, it indicated that the use of Clustering Technique as technique in learning writing a text has a significant effect so that the students who got a treatment can reach the score higher than the control who was not use the technique.

The results this research become evindence Thomas E.Tyner said in Chapter II that Clustering Technique can defined as an apporoach to enhance writing a text . This research was also can be list to support the other related study about using Clustering Technique as a technique in learning.

The results of research was related to what Nidy Fithriani found under the tittle "Using Clustering Technique on stundents' writing skills in recount text.The research conducted in 2018 .This study investigated using clustering technique on students' writing skills in recount text. This study has the significant effect of the results was driven by several things such as the ease of use of techniques for 30 students, so that students felt comfortable using them in the learning process, especially in writing a recount text.

In the final section, the results of this study prove that there is a significant effect of the use of the Clustering Technique on the writing skills of class X SMA Negeri 1 Rantau Utara

on students' recount text at tenth grade as an innovative and interesting finishing technique problems in teaching writing and the learning process.

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