TEACHING STUDENTS' WRITING ABILITY BY USING CLUSTERING TECHNIQUE TO THE EIGHTH GRADE STUDENTS' OF STATE JUNIOR HIGH SCHOOL 2 OF MAKARTI JAYA

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ABSTRACT

The main objective of this thesis was to find out the effectiveness of using clustering technique in improving students' writing ability to the eighth grade students' of state junior high school 2 of Makarti Jaya. The method of used in this study was the experimental method. In the other words, experiment tries to compare one or more groups which are given the treatment, and other groups that is not given the treatment. The population of this research was students the eighth grade students of state junior high school 2 of Makarti Jaya with 46 students. The writer took two classes that were class 8A and 8B using purposive sampling technique. The data of this research were collected by written test: giving pre-test and post-test to the students sample. The collected data were analyzed using t-test formula. The result of the data analysis showed that the two-tailed-test with 22 (df) had a critical value of 0.000 at the 0,05 significant level. Because the t-value of 1,645 was higher that the t-table, Ho was rejected and Ha was accepted. Students in the experimental group were able to improve their writing skills through descriptive writing as a result of their treatment. It also means that clustering technique was effective to improve the students writing ability to the eighth grade students of state junior high school 2 of Makarti Jaya.

Keywords: *Clustering technique, Writing, Descriptive text*

1. INTRODUCTION

Most of students at Junior High School 2 of Makarti Jaya could not learn English well, especially the Eighth Grade Students. Students in this school study English only in their school. There is no English course as another place to them to increase their English, especially in writing. Many students make mistake when they write in English. Not all students have some ability in pouring the ideas when they write a paragraph, it is because they do not have interest in studying writing.

On the other hand, many students do not like writing. It makes them think that writing time is too long. For students, they must think that writing is boring and difficult; otherwise, writing can help them improve their memory and motor skills.

The problem of this study is the students' at Junior High School 2 of Makarti Jaya have difficulties in learning writing, for examples; difficulty in thinking development, insufficient vocabulary, inability to establish good grammar, and English teachers failing to use appropriate strategies in teaching. Therefore, the researcher offers Clustering

Technique to overcome the above problems. According to Dawson & Essid (2018) Clustering is a type of pre-writing that allows a writer to explore many ideas as soon as they occur to them. Like brainstorming or free associating, clustering allows a writer to begin without clear ideas. According to the previous study done by Hendrawaty and Ambarwati (2017) on their journal, Clustering Technique could improve students' writing skill. Clustering is one of the techniques to generate the ideas like brainstorming technique. Through this technique students can write down the ideas that relate to the topic. In brainstorming technique, the students can write down the ideas in a list, but in clustering technique, write down the ideas in circles around the topic. Then, generate the ideas and write down in smaller circles. By using clustering technique, it can be seen which one the ideas that can be used. The clusters that have little circles or branches can be deleted, and use the clusters that have many circles in order to the ideas can be improved.

2. LITERATURE REVIEW

According to, Richards and Schmidt (2010:589) that teaching is intended to give student teachers experience of classroom teaching, an opportunity to apply the information and skills they have studied in their teacher education programme, and a chance to acquire basic teaching skill. Furthermore, Mun (2012:84) say that teaching is an integrative act and not simply the application of patterns of variation and thus whether the intended effects of patterns of variation are brought about also depends on the choice and use of appropriate teaching strategies and teaching approaches.

Schlechty (2004) defined teaching as an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave. What Schlechty meant by teaching being 'an art' is that the teacher must create situations to facilitate learning and then

motivate learners to have interest in what is being transmitted to them.

According to Cole and Feng (2015: 4) writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language.

Based on Albesher (2016: 11) the writing is a emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (education, economy, clarity, emphasis); and so on.

Troia (2014: 30) stated that writing is a ways to affords the students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion.

Elhabiri (2013: 19) stated that writing is an act of communication, it is other environments settings. Meanwhile, writing is an essential skill through which success can be attained in any academic contexts. Writing is much more than an orthography symbolization of speech, it is more importantly a purposeful selection and organization of expression this means that writing is a group of organized expressions that form a whole, and convey specific meanings or process of thinking to invent ideas, exploring and arranging them into statements and paragraphs, rather than a production of graphic symbols.

Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in writing a descriptive text the writers should know well what they

want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. Anderson & Anderson (2003) add that descriptive text is different from information reports because they described a specific subject rather than general group. In Library of Congress (2008) it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a crab looks like, or how he moves. Be sure to include details that describe sounds, color, smells, setting and so on. According to Friedman (2010) descriptive details mean to grab the reader's attention.

According to Bamanti and Oktaviani (2011:50) the generic structure of descriptive text is divided into two parts, there are:

1) Identification It is generic part of paragraph which introduces or identifies the character.
2) Description It is a part of paragraph which describes the character.

Language features of descriptive text:

1) Descriptive often uses adjectives, numbering, and, classifying. For example; is really cool, it has very thick fur, etc.
2) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.
3) Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel).
4) Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

The purpose of descriptive text:

According to Febriani (2011:17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

According to Dawson & Essid (2018) Clustering is a type of pre-writing that allows a writer to explore many ideas as soon as they occur to them. Like brainstorming or free associating, clustering allows a writer to begin without clear ideas.

According to Langan in Fitriani (2018), clustering also known as diagramming or mapping is another strategy that can be used to generate material for a paper. Clustering is very important to know so that it can be used well.

In addition, Pharr and Santi (2005) in clustering the students write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedures with their subtopics. Thus, this technique can help students generate their ideas before develop them into a writing.

In general, clustering provides high availability by allowing students writing critical applications to keep running in the event of a failure. In addition Erlik (2009; p.33) stated that clustering adds additional complexity to your messaging in writing, it provides a number of advantages over using the stand alone (non clustered) technique. Clustering provides:

1) Reduced single points of failure functionality;
2) Ability to perform maintenance and upgrades with limited downtime; and
3) Ability to easily scale up your cluster to a maximum of seven active EVSs.

Barbara (2005; p.24-26) stated that clustering is a way of generating and connecting ideas visually. It is useful for seeing how various idea relate to one for developing subtopics. Writer 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 technique:

1) Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.

2) Writes ideas relating to that topic around it, circle them and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.

3) Write down ideas, examples, facts, or other details relating to each idea, and join them to the appropriate circles.

4) Repeat as you write and circle new word and phrases, draw lines back to the last word, the central word, or other words that seem connected.

5) Keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and or we also can cross out the words and phrases that seem irrelevant, and begin to impose some other by clustering and begin to a first draft in writing.

Betty (2005; p.40) stated that to begin take a fresh sheet of paper and writer a general subject in the center. Then the circle word. John Langan also stated that keep in mind that there is no right or wrong way of clustering or diagramming. It is way to think on paper about how various ideas and details relate to one another.

3. METHODS

In this study, the writer used experimental method. Experimental research is a way to find the casual relation between two factors which is done accidentally it is cited by (Arikunto, 2010:9). In the other words, experiment tries to compare one or more groups which are given the treatment, and other groups that is not given the treatment.

Futhermore, Creswell (2014:170) claimed that there are some types in experimental research such as pre-

experimental designs, quasi-experiments, true experiments, and single-subject designs. In this study, the writer will use quasi-experimental design, which is non-equivalent control group design. In quasi-experimental, the investigator will use control and experimental groups but does not randomly assign participants to groups.

According to Cohen et al. (2007:283) the formula is presented as follows:

$$
\begin{array}{ccc}
\textbf{Experimental} & & \\
O_1 & X & O_2 \\
\hline
\textbf{Control} & & \\
O_3 & - & O_4 \\
\end{array}
$$
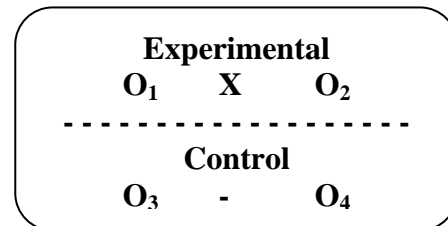
In collecting the data, the writer applied Clustering Technique by written test. According to Richards and Schmidt (2010:591), test is a procedure for measuring ability, knowledge, or performance. This test is used because it is considered as the most reliable way to get some information. There are two kinds of test that the writer gave to the students in order to measure their achievement in writing. First, it was given before the teaching and learning activities (pre-test). Second, it was given after teaching and learning activities (post-test). In this test, the students were asked to write a paragraph about describing a person. Arikunto (2013: 62) which states that "Just to be casual, if the subject is less than 100, it's more" both are taken so that the research is a population study. The students should write the paragraph in about 100 words which cover the name of the person, profession and their appearance. Inter-rater reliability concerns the reproducibility of the measurement by different raters, according to Gwet (2014:6).

In this part consist of (1) criteria for scoring system, (2) conversion of percentage ranges, and (3) paired-samples t-test and independent-samples t-test.

To analyse the students' test in descriptive paragraph through Clustering

Technique the writer will use the elements by Brown (2007:287).

According to Field (2009:325), the paired-samples t-test is used when there are two experimental conditions and the same participants participated in both conditions of the experiment. Here the author compares the pre- and post-test of the students of both the experimental class and the control class.

Frankel et al. (2012:80) and Jaya (2021) also explain that a common and useful way of thinking about variables is to classify them as independent or dependent.

According to Hasan (2015:9), in an effort to identify students' level of proficiency in the course materials studied, the classification of percentages related to the correct answer to the formative test.

4. RESULTS AND DISCUSSION

In SMPN 2 Makarti Jaya, The English subject was held twice a week. This study was place over the course of four meetings. Each meeting is 90 minutes. On Tuesday, March 12, 2022. In both the experimental (8A) and control class (8B), the researcher administered a pre-test, start at 07.30 until 09.00. In the next meeting, the researcher gave the treatments. The treatments were held in two times, it began on Wednesday, March 13th, 2022 start at 07.30 until 09.00, and on Thursday, March 14th, 2022 start at 07.30 until 09.00. After the treatments, the researcher administered the post-test on Saturday, March 16th, 2022.

The result of the research includes (1) the students' pre-test average scores in the experimental group, (2) the students' post-test average scores in the experimental group, (3) the students' pre-test average scores in the control group, and (4) the students' post-test average scores in the control group.

After the writer analysed data from the test, it was found that teaching students' writing ability by using clustering technique was significant. It means after the students were though by using clustering technique in learning descriptive text, the students were

able to make and understand the descriptive text. There are three findings of the study were (1) the students' pre-test average scores in the experimental group was 86, (2) the students' post-test average scores in the experimental group was 93, (3) the students' pre-test average scores in the control group was 72, and (4) the students' post-test average scores in the control group was 73. For more details information about the findings of this study is described below.

In this study, the writer gave pre-test to the students to know how far the students' knowledge in understanding descriptive text before students was given the treatment. Based on the analysis of the pre-test, it was found that the highest score was 90 achieved by 11 students, and the lowest score was 75 achieved by 1 student.

The significant level for experimental class were 0.200 and 0.200 according to Kolmogorov-Smirnov and 0.085 and 0.490 according to Shapiro-Wilk since it was greater than 0,05, and the students' pre-test and post-test scores in experimental class were normal.

Then the significant level Control Class were 0.200 and 0.135 according to Kolmogorov-Smirnov and 0.121 and 0.341 according to Shapiro-Wilk since it was greater than 0,05, indicating that the students' pre-test and post-test scores were normal.

The homogeneity test was designed to describe the data's variation. The results of the students in the experimental and control groups were compared in this test.

Based on the findings above, it could be interpreted that there is difference between pre-test and post-test in teaching students' writing ability by using clustering technique to the eighth grade students' of state junior high school 2 of Makarti Jaya was significant.

Then, this research also supported by other researchers' finding about their research. According to Aristyawan (2018), implementing diary writing had a considerable impact on students' ability to

Vol 6, No 2 (2023): ESTEEM

write recount texts. According to the statistical analysis, the experimental group's mean score was greater than the control group's mean score.

This study's findings are comparable to Hendrawaty and Ambarwati's (2017) study, "Using Clustering Technique Towards Students' Writing Skill in Recount Text.". Similarity with the writer thesis used an experimental study in which treatment was provided to participants and writing tests were performed on them before and after of the treatment. And the difference was that the research was done on university students. The findings revealed that clustering technique had a significant impact on students' ability to write descriptive texts.

By the fact that the students were more active and interested in learning when they were taught by using interesting technique, such as Clustering Technique. It could be seen from the result, after the students were given treatment, the students' achievement in writing descriptive text was improved. It means that teaching students' writing ability by using clustering technique can improve students' achievement.

Meanwhile, the two-tailed-test with 22 (df) had a critical value of 0,000 at the 0.05 significant level. Because the t-value of 1.645 was higher than the t table, Ho was rejected and Ha was accepted. Students in the experimental group were able to improve their writing skills through descriptive writing as a result of their treatment.

Overall, the experimental group's ability to write descriptive text had increased, and their challenges had lessened. On the other hand, the control group's test results were no better than the experimental group's. Because the students were losing focus in their writing, the improvement was quite poor. They did not create the descriptive text using aspects that their teacher had already taught them.

It means that teaching students' writing ability by using clustering technique

to the eighth grade students' of state junior high school 2 of Makarti Jaya was effective.

5. CONCLUSION

The following conclusions were formed based on the data and interpretations presented in the previous chapter.

The research found that there was a substantial impact on achievement descriptive text for eighth grade students' of SMPN 2 Makarti Jaya writing who were taught through Clustering Technique earned better results than those who were not. The experimental group's post-test mean score was greater than the control group's post-test mean score, as evidenced by the fact that the experimental group's post-test mean score was higher than the control group's post-test mean score. This suggests that teaching students to descriptive text through Clustering Technique improves their writing. In conclusion, there was a considerable impact on students' writing achievement by using Clustering Technique.

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Vol 6, No 2 (2023): ESTEEM

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