USING CLUSTERING TECHNIQUE
IN TEACHING WRITING RECOUNT TEXT
AT TENTH GRADE STUDENTS
IN SMAN 1 GRESIK

THESIS

Submitted in partial fulfillment of the requirement for the
degree of
Sarjana Pendidikan (S.Pd) in Teaching English

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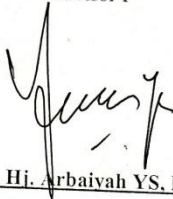Pembuat Pernyataan,

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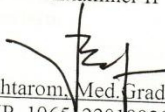(Prof. Dr. H. Ali Mudlofir, M.Ag)
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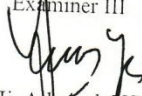NIP. 197704142006042003

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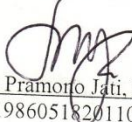(Drs. Muhtarom, Med. Grad Dip TESOL)
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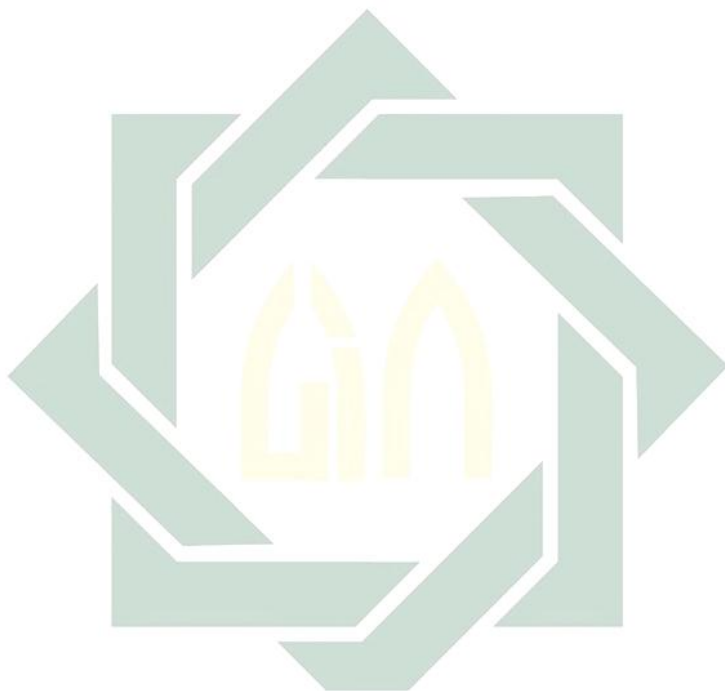
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ABSTRACT

Fitriani, N (2018), *Using Clustering Technique in Teaching Writing Recount Text at Tenth Grade Students in SMAN 1 Gresik.* A Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Dra. Hj. Arbaiyah YS, MA, Hilda Izzati Madjid, MA.

Key Words: *writing, recount text, clustering technique, students' responses*

Writing is one of necessary skills that must be mastered. One fact is the writing interest among Indonesians is very low and less.This phenomenon may also be attributable to the low emphasis of the teaching and learning of writing in schools. In this nation, as a teacher generally asks their students to produce a good and clear writing ask without getting any encouragement and appropriate technique to develop their writing. As a result, student will assumed that writing is a difficult and frightening skill moreover writing in second or foreign language. The same thing happen to students of grade tenth SMAN 1 Gresik. Reffering to those problems, teaching technique are needed in teaching and learning process in order to make teaching and learning activity more fun and interesting. Here, the use of clustering technique is an effective technique in helping students to get idea in writing. The objective of the research is to describe and find out the use of clustering technique in writing recount text in tenth grade students in SMAN 1 Gresik. The method used in this study was Collaborative Classroom Action Research (CCAR). The research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMAN 1 Gresik in doing this research. This study was conducted by following Kurt Lewin model of planning, acting, observing, and reflecting procedure in two cycles. The data were gathered through interview, field notes, and questionnaire. The results of the study show that by doing clustering technique, the students' ability in writing recount text improve. It can be proved from the increasing score in writing recount text. In addition, there is a positive response from the students and English teacher about

implementing the action. For about 70% or 21 students agree that clustering technique develops their idea in writing recount text. In conclusion, clustering technique can be used in writing recount text in tenth grade students' of SMAN 1 Gresik.

ABSTRAK

Fitriani, N (2018), *Menggunakan Teknik Clustering dalam Pengajaran Menulis Teks Recount pada Siswa Kelas Sepuluh SMAN 1 Gresik.* Skripsi prodiPendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing: Dra. Hj. Arbaiyah YS, MA, Hilda Izzati Madjid, MA.

Kata Kunci: *writing, recount text, clustering technique, students' responses*

Menulis adalah salah satu kemampuan penting yang harus dikuasai. Faktanya, ketertarikan dalam menulis pada orang Indonesia sangat rendah dan kurang. Fenomena ini mungkin juga diakibatkan oleh rendahnya perhatian pada belajar dan mengajar menulis di sekolah. Di negara ini, seorang guru biasanya meminta siswa-siswanya untuk menghasilkan tulisan yang baik dan jelas tanpa memberikan dorongan dan teknik yang cocok untuk mengembangkan tulisan mereka. Sebagai hasilnya, siswa akan mengira menulis adalah kemampuan yang susah dan menakutkan terlebih menulis di bahasa kedua atau bahasa asing. Merujuk pada masalah tersebut, teknik pembelajaran dibutuhkan pada proses belajar mengajar agar aktifitas belajar mengajar lebih menyenangkan dan menarik. Disini, menggunakan teknik clustering efektif dalam membantu siswa mendapatkan ide dalam menulis. Tujuan dari penelitian ini adalah untuk mendeskripsikan dan mencari tahu penggunaan teknik clustering dalam menulis teks recount pada siswa kelas sepuluh SMAN 1 Gresik. Metode yang digunakan adalah Penelitian Tindakan Kelas Kolaborasi (CCAR). Penelitian yang digunakan di penelitian ini adalah kolaboratif. Itu berarti penulis berkolaborasi dengan guru Bahasa Inggris SMAN 1 Gresik dalam penelitian ini. Studi ini dilakukan mengikuti model milik Kurt Lewin dengan prosedur perencanaan, aksi, pengamatan, dan refleksi dalam dua kali siklus. Data dikumpulkan lewat interview, field note, dan kuisioner. Hasil dari studi ini menunjukkan bahwa dengan melakukan

teknik clustering, kemampuan menulis recount teks siswa sudah meningkat.Hal itu dapat dibuktikan dari meningkatnya nilai menulis siswa dalam menggunakan teknik clustering. Sebagai tambahan, ada respon positif dari siswa dan guru Bahasa Inggris dalam menggunakan teknik ini. Sekitar 70% atau 21 siswa setuju jika teknik clustering mengembangkan ide mereka dalam menulis teks recount. Kesimpulannya, teknik clustering dapat digunakan dalam menulis teks recount pada siswa kelas sepuluh SMAN 1 Gresik.
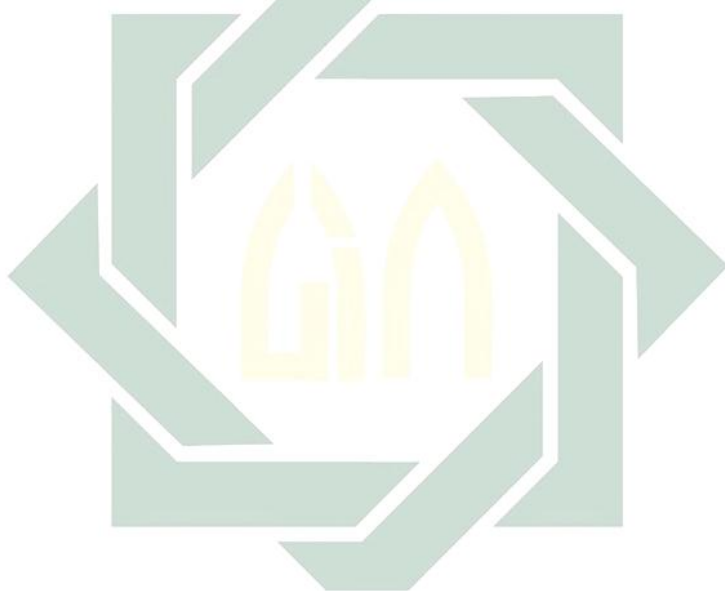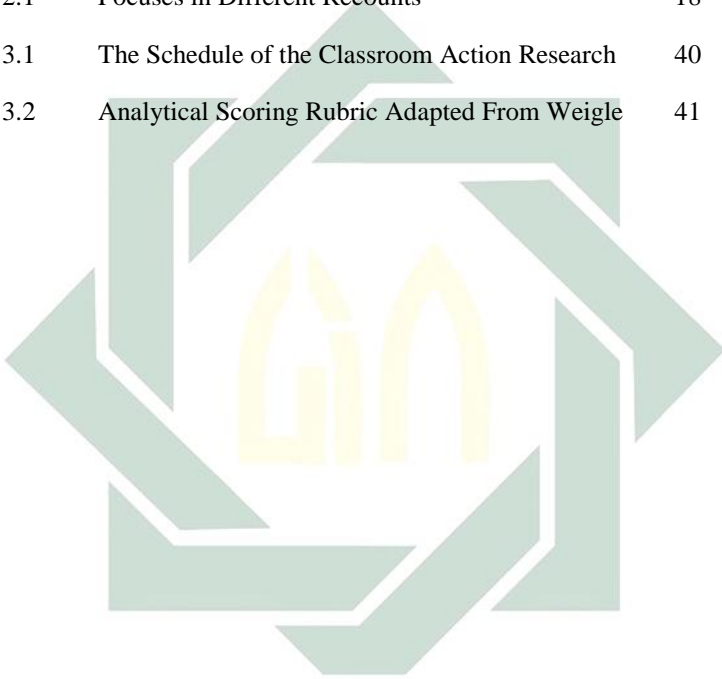
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study that describes the reason why the researcher conducts the study. It also states the research questions, the objective of the study, the scope and limitation of the study and significance of this study is also presented. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of the Study

English as an international language has an important role in every part of communication especially in global sense. According to McKay, as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.[1] Many countries are using English as their first or second language. Moreover, in this globalization era, the ability in English become a crucial to make someone exists to confront the global competition among countries. By these facts, it cannot be deny that English is become one of subjects that must be mastered by most people all around the world, including Indonesia.

The teaching and learning English in secondary school in Indonesia, the four language skill the national curriculum. One of those skill is writing. Writing is a part of the language learning process.[2] Writing is one of necessary skills that must be mastered but the writing interest among Indonesians is very low and less. A report about number of written by book, Indonesians only reach 4000 to 5000 books each year in spite of its large population. This number is very low compared to other countries which only has less population than Indonesia. For example, Malaysia only has one tenth populations of Indonesia, but it produces between 6000 to 7000 books each

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[1] Clyne, Micheal and Sharifian, Farzad, *English As An International Language*, (Monash university press: 2008), 283

[2] Lindsay, Cora and Knight, Paul, *Learning and Teaching English Course for Teacher*, (Oxford: Oxford university Press, 2006), p.87

year[3]. From the fact, it can be inferred that writing has not been a culture of Indonesian people.

This phenomenon may also be attributable to the low emphasis of the teaching and learning of writing in schools. In this nation as a teacher generally asks their students to produce a good and clear writing ask without getting any encouragement and appropriate technique to develop their writing. As a result, student will assumed that writing is a difficult and frightening skill moreover writing in second or foreign language. It is because writing in non-active language is not painless by any means, but it needs skillful language command to be able to produce ones which meet the standard of coherence, fluency and length[4]. Jack C. Richard and Willy A. Renandya stated 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[5].

Most of students still say that it is difficult to express their idea in writing. Because they think writing need more work in organizing the composition and the language that made them cannot be stated correctly. It believed that developing writing skills is more complicated than developing other language skills. It also means that writing is not easy for some students. Meanwhile, based on the curriculum, there are some texts which have to be mastered by the students at senior high school. They are recount, narrative, procedure, and descriptive. So, writing recount is one of the texts that must be learned and taught in senior high school. Teacher should know that the most important factor in writing is students' involvement. The students need to be personally involved to make the learning process has lasting value, fun and interesting. It should be

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[3] Alwasilah, A. C. *Pokoknya Menulis: Cara Baru Menulisdengan Metode Kolaborasi*. (Bandung: Andira, 2005)

[4] Nunan, D.*Research Methods in Language Learning.*(Cambridge: Cambridge University Press, 1992)

[5] Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press:2002), 303

supported by good and proper teaching style and media used in the learning process.

Among various techniques which can be applied in writing, clustering can be one of technique to increase the input for producing the writing. Clustering is a kind of technique which can be used in pre-writing stage. It is introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University, California in 1980s. This technique deals with making a visual map of ideas. It is a technique which provides an alternative way for researchers to do the brainstorming before starting to write. Clustering is a pre-writing technique used by researchers to produce ideas[6]. It is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Moreover, the clustering technique can motivate student to write and to stimulus their ideas. Besides that, it will help students to organize their ideas before they develop them in the paragraph.

Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or phrase in the center of a blank sheet and circling it. It continues by immediately writing down related words or phrases which come into mind, circling each of them, and making line which connects each to the main, initial circle or bubble. Finally, researchers may stop after the given time has passed, then they can examine the cluster to pick the subtopics that interest them most or are considered to be covered by their competence. Overall, the words or phrases in the cluster provide a starting point for researchers to see and understand their world from a new perspective.[7]

In doing clustering technique, choosing a suitable research stage is important. The problem that must be solved must be available in the research stage. SMAN 1 Gresik is one of school which is faced those problem. SMAN 1 Gresik is one of International School (RSBI) in 2007. This school has adopted a program to learn self-development of each student, or often

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[6] Oshima, Alice and Ann Houge. *Writing Academic English.* (New York: Longman, 2000)
[7] Ibid,

called Building Learning Power (BLP).[8] Based on the researcher conversation with English teacher of SMAN 1 Gresik, some students have less interest in writing. Then, English teacher of SMAN 1 Gresik said that some students has less motivate in writing skill. Most people feel bored with English teachers who only use media textbooks and workbook (*Lembar Kerja Siswa*). Therefore, they get difficulty in learning genre text, particularly recount text. Actually, they already have a good skill have in composing a correct sentence but still have less skill in arrange in a good paragraph and in how to develop it. Therefore, the researcher chooses this school because the students have a good skill but they have no idea how to make it correctly.

Some studies about clustering technique and recount text in connection with teaching and learning writing have been undertaken. For example, "Using Clustering Technique to Explore the Ideas in Writing Descriptive Text" by Rega Giyang Girana Zetira on 2015. The researcher focuses on how the clustering technique implemented to explore the ideas of descriptive text. Another title is "Improving Students' Skill in Recount Text by Using a Personal Letter" by Farid Helmi on 2012. The researcher focuses on the improvement of students' skill in writing recount text. And the last is "The Effectiveness of Clustering Technique in Teaching Writing at the Eight Grade of Mts Raudlatul Ulum" by Dwi Wahyu Ulum on 2012. The researcher concerns on the effectiveness of clustering technique in teaching writing for junior high school student.

Finally, the researcher decides to choose SMAN 1 Gresik as the setting for her research because the students have difficulties in writing. The researcher focuses on Interest Across Program (*lintas kepeminatan*) class on first grade class in SMAN 1 Gresik. Hence, the researcher conduct the research with the title "Using Clustering Technique in Teaching Writing Recount Text at Tenth Grade Students in SMAN 1 Gresik".

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[8] (http://id.wikipedia.org/wiki/SMA_Negeri_1_Gresik, accessed on August, 25, 2017)

B. Research Questions

Based on the background above, the research questions in this research are as follows.

1. How does the use of clustering technique in teaching writing recount text at tenth grade students in SMAN 1 Gresik?

2. What are students' responses toward the use of clustering technique in teaching writing recount text at tenth grade students in SMAN 1 Gresik?

C. Objectives of The Study

Based on problems of the study above, the researcher states the objectives of the study as follows:

1. To describe the use of clustering technique in teaching writing recount text at tenth grade students in SMAN 1 Gresik.

2. To find out the students' responses toward the use of clustering technique in teaching writing recount text at tenth grade students in SMAN 1 Gresik.

D. Significance of The Study

The researcher expects that the result of this research can be shared as a contribution in education for these following people:

1. For the teachers

   The result of this research is expected to be able to help the teacher in using teaching learning strategies in writing text especially recount text by using clustering technique. Moreover, this study can enrich the teachers' knowledge to develop learning process by using this technique.

2. The students

   The result of this research is expected to be able to give solution to the student about how to write recount text correctly by using clustering technique. Hopefully, this study will make student become more interest during the teaching learning process and it can increase students' motivation in learning English.

3. The reader

The result of this research is expected to be able to give information to the readers about the use clustering technique in writing recount text.

4. The future researcher

The result of this research is expected to be able to give a reference for other researchers who are interested in doing a further research related to clustering technique and recount text. This study can be reference to conduct another study and motivate them to make something new from this research.

E. Scope and Limitation of The Study

The study focuses on the use of clustering technique to teach writing descriptive text to tenth grade students of SMAN 1 Gresik in 2017-2018 academic year. In SMAN 1 Gresik, there are eight regular classes in grade tenth; X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X MIPA 6, X MIPA 7 and X MIPA 8.

Besides a regular class, SMAN 1 Gresik has additional class called LKPM (*lintas kepeminatan*) class. LKPM class is a class in which the students may choose a lesson group based on their interest and ability as long following the teaching-learning in school. There are ten LKPM in grade tenth; Economic, Accounting, English Literature (SIG), Math, Biology, Physics, Chemistry, Sociology and Japanese. The researcher only analyze clustering technique in one class, the class is X SIG class.

Among the four English skills, the researcher focuses in teaching writing recount text by using clustering technique. The kind of recount text is personal recount text which is biography. The topics of using clustering technique are limited into: favorite singer, inspiring person and hero.

F. Definition of Key Terms

There are some key terms which are often found in this study. To avoid misunderstanding, the researcher wants to clarify the meaning briefly. As presented below:

1. Writing

   Writing is the ability to express one's ideas in written form is a second or foreign language[9]. It means that writing is an activity to express our ideas in written form. Writing is also a form of communication to deliver thought or to express feeling through written form[10]. In this study, writing as a written form of communication will be measured by using clustering technique.

2. Recount Text

   Mark Anderson and Kathy Anderson in their book said that recount text is a piece of text that retells past event, usually in the order in which they happened[11]. It means a recount text tells about something that happened in the past chronologically. Recount text is a genre text retelling past events developed using clustering technique in this research.

3. Clustering Technique

   Clustering is a pre-writing technique used by researchers to produce ideas[12]. It is a technique which provides as an alternative way for researchers to do the brainstorming before starting to write. In this study, clustering technique will be an important variable that used as a new technique in teaching-learning.

4. Students' Responses

   According to Hamalik, responses are coordinated movements by one's perception of outside events in the immediate environment.[13] Besides, perception is process of thinking as a result of the information received from sensory systems regards the events or things; it is the output process where the judgments of belief were

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[9] Marianne C., Murcia. *Teaching English as a Second or Foreign Language.* (Boston: Heile Publishers, 1991), 233

[10] Harmer, Jeremy. *The Prectice of English Language Teaching.* (New york: Longman, 2001), 79

[11] Anderson, Mark and Kathy, *Text Type 1,*(South Yara: Macillan Education, 2005)

[12]Oshima, Alice and Ann. *Introduction to Academic Writing*.(New York: 1997)

[13]Kelly, Ronan. *An Exploration of Media to Develop ESL Learner's Writing Proficiency,* (England: British Council 2015) p.1

produced by an individual that influence the way they think and feel.[14] In this research, students' responses is reflected attitude, actions and thoughts based on their experience in absorbing the information or object about the use of clustering technique.

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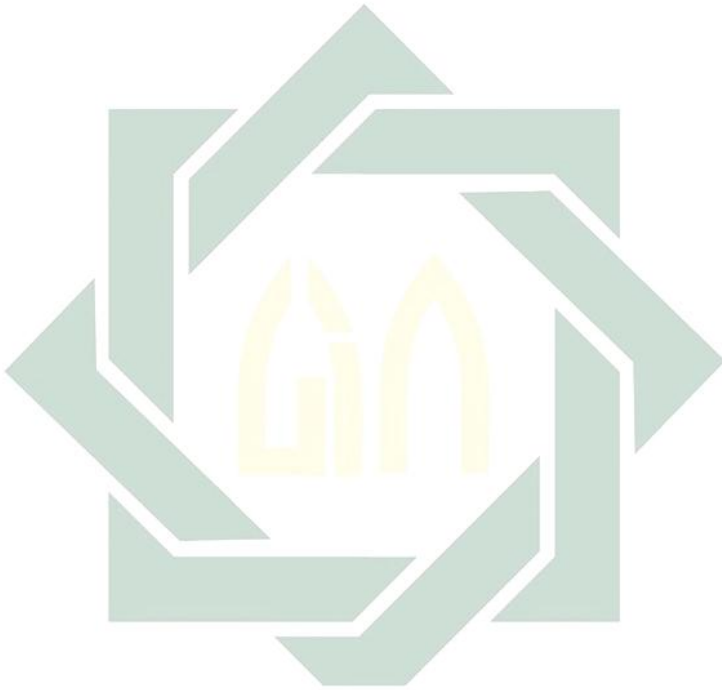
[14] Jerry Anak Ahen, *Students' Perception toward English for Self Expression*(Malaysia: University Malaysia Sarawak, 2009)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that will support this research. It deals with the theories related to writing, recount text, clustering technique, and students' responses.

A. Review of Related Literature
1. Writing
    a. Definition of Writing

        In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya stated that writing is the most difficult skill for second language learners to master.[15] The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

        There are many different definitions about writing given by experts from many resources. Marianne C. Murcia stated that writing is the ability to express one's ideas in written form is a second or foreign language.[16] It means that writing is an activity to express our ideas in written form.

        Hyland stated that writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.[17] It means that writing is one of the most important skills that must be learned. By learning writing, we will be able to learn other aspects of language such as grammar and language used.

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[15] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), 303

[16] Marriane C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle Publisher, 1991), 233

[17] Ken Hyland. *Second Language Writing*, (New York: Cambridge University Press, 2003)

From definitions above, it can be conclude that writing is the most difficult skill to be learned. There are many factors that influence writing to be a good one such as vocabularies, punctuation, and grammatical must be in a correct place to be an integrated paragraph.

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard, and Christine Root in their book "Ready to Write: A first Composition Text."

Step one: Prewriting

Thinking about your topic and organizing your ideas.

Step two: Writing

Using your ideas to write a first draft.

Step Three: Revising

Improving what you have written.[18]

If the researchers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

1) Prewriting

Prewriting is the thinking, talking, reading, and writing process before writing a first draft. Prewriting is a way of warming up the brain before write, just as warming up our body before exercise.

There are several ways to warm up before start writing:

a) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how we will use them.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how our ideas are connected using circles and lines. When we cluster, we draw a diagram of our ideas.

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[18] Karen Blanchaard, and Christine Root, *Ready to Write: A First Composition Text 3ed*, (Longan: Pearson Education,Inc., 2003), 41

On the other hand, pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage are group brainstorming, clustering, rapid free writing, WH-question.[19]

2) Writing

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide.

As we write, remember to begin with a topic sentence that states the main idea, include several sentences that support the main idea, stick to the topic, arrange the sentences so that the order of ideas makes sense. use signal words to help the reader understand how the ideas in your paragraph are connected.[20]

3) Revising

It is impossible to write a perfect paragraph on the first try. The first try is called the first draft. After we complete the first draft, we must look for ways to improve it. This step is called revising.[21]

When students revise, they review their text on the basis of the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meanings to the readers.

Penny Ur stated that writing is a process that involves the following steps. There are discovering a point-often through

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[19] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), 316

[20] Karen Blanchard and Christine Root, *Ready to Write: A First Composition Text 3ed,* (Longman: Pearson Education,Inc., 2003), 43

[21] Ibid., 44

prewriting, developing solid support for the point-often through more prewriting, organizing the supporting material and writing it out in a first draft, revising and then editing carefully to ensure an effective, error-free paper.[22]

b. Purposes of writing

According to Penny Ur, the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing.[23]

It means that when the researchers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but also the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: *to inform, to explain, to persuade,* and *to amuse others.*

1) Writing to Inform

Most of the writing purposes is to inform their readers about a subject. To inform is to distribute necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

Although informative writing is the simplest kind of writing, it is also one of the most important. As the researchers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

2) Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a researcher who understands a complex topic must take sure that his readers understand it as well.

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[22] John Langan, *English Skills with Readings:sixth edition*, (New York: McGGraw-Hill Companies, Inc., 2006), 20

[23] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996),163

All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

3) Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school lives will probably persuasion. Letters of application for jobs and essay on examinations are to involve writing persuasively.

4) Writing to Amuse Others

Writing to amuse requires that we focus on readers other than ourselves. We may enjoy the experience and take pride in what you accomplish, but we cannot settle for amusing ourselves alone. Writing to amuse gives us an opportunity to bring pleasure to others. If we find pleasure in writing to amuse, it will come from knowing that we succeed in bringing pleasure to others. When write to amuse, our primary object is to make readers enjoy themselves.

c. Writing skill

Writing skill are specific abilities which help students or researchers put their thought into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing.

Independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's' help. Comprehensibility means the ability to be understood. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

There are some factors that can influence students' writing skill including limited vocabulary, difficulty in organizing to write about something, no motivation to write, and lack of confidence in grammar.[24]

Those are the problems that mostly faced by students in writing. As a teacher, it is important to help the students when they get problem. When teacher can play their role, the students will be helped in their writing. The improvement of students' ability in writing skill can be seen by looked at the differences of raising the students' ability in those factors.

d. Teaching Writing

According to Brown, teaching writing is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[25] He also stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

In order words, it means that teaching is an activity in learning and exploring something. Teachers are responsible in facilitating and guiding the learners during the learning process and setting the condition as well as possible so that the learners feel comfortable and able to understand the material well.

There are four reasons for teaching writing to students of English as a foreign language.[26]

1) Reinforcement

Some students acquire language in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they studied it.

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[24] Barli Bram, *Write Well Improving Writing Skill*, 25-62

[25] Brown, H. Douglas. *Principle of Language Learning and Teaching.* (San Francisco: Longman 2000)

[26] Harmer, Jeremy. *How to Teach English, And Introduction to The Practice of English Language Teaching.* (London: Longman 1998)

2) Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of ongoing learning experience.

3) Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4) Writing as skill

Writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, how to reply letter, etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction, etc.

2. **Recount text**

   a. **The Definition of Recount Text**

   Mark Anderson and Kathy Anderson stated that recount text is a piece of text that retells past events, usually in the order in which they happened.[27] It means a recount text tells about something that happened in the past events chronologically.

   Recount is used to retell about an event that has occurred in the past.[28] Therefore, recount is always written in the past tense. It is important that the researcher have to be aware about it. Even though recount text follows a basic structure, the relationship between the text and the reader will change the language that is used.[29] Language used is becoming awareness in writing in order to give clearness and understanding for the reader. Further, when writing recount

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[27] Mark and Kathy Anderson, *Text Type*, (South Yara: Macmillan Education, 2005), 50

[28] Joko Priyana,et al, *Scaffolding English for Junior High School Student grade VIII*. (Pusat Perbukuan Nasional, 2008), 69

[29]*Targetting Text: Recount, Procedure, Exposition Middle Primary*, (Sydney: Blake Education, 2011), 4

we also should concern on the sequence of the events that can be more developed, shortened or omitted.[30]

From the definition above, it can be conclude that recount is a text which is retelling the past events or describing an experience chronologically. Because the text tells the past event, the tense should be past tense. Therefore, language used and sequence are very important to avoid misunderstanding to the reader.

b. Purpose of Recount Text

According to Hyland, the purpose of recount text is to reconstruct past experiences by retelling events in original sequences.[31] The other purpose of recount text is to tell or amuse the readers. It it same with Artono Wadirman in his book English in Focus who states that the social function of recount text is to give the reader a description of what occurred and when it occurred and to retell events for the purpose of informing and entertaining.[32]From that purpose, it means that recount is not only retelling the past activities that happened, but also to inform the reader.

c. Types of Recount Text

As mentioned before, recount text is a text retell someone activity or experience in the past. Based on the purpose of the recount text, there are several types of recount text:[33]

1) Personal recount

Personal recount is retelling an event that the researcher has experienced before by his or herself. It means that the researcher actively involved doing the actions. The purposes of personal recount are to inform, entertain the audience or both. This personal recount may be used to communicate or to build the relationship

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[30] Ibid, 4

[31] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003)

[32] Artono Wadirman, et al, *English in Focus for Grade VIII Junior High School* (SMP/MTs),(Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional, 2008),124

[33]*Targetting Text: Recount, Procedure, Exposition Middle Primary*, (Sydney: Blake Education, 2011), 4

between the researcher and the reader. The examples are diary, personal letter and biography or autography.

2) Factual recount

Factual recount records the details of an event by reconstructing some factual information. The purpose of the factual recount is to inform the factual information or events. The examples are traffic report, a science experiment, police report of an accident, news story, news report, speech and historical events.

3) Imaginative recount

Imaginative recount is a kind of recount text which retells imaginative story that the events of story do not occur in the real life. It also has an imaginary role and creates imaginary details by applying factual knowledge in order to interpret and recount event. For example is textbook.

There are some differences of each types of recount text based on the audience, the tense, the language, the first or third person, the addition of details, and the series of events. Table 2.1 below shows some differences from each recount:
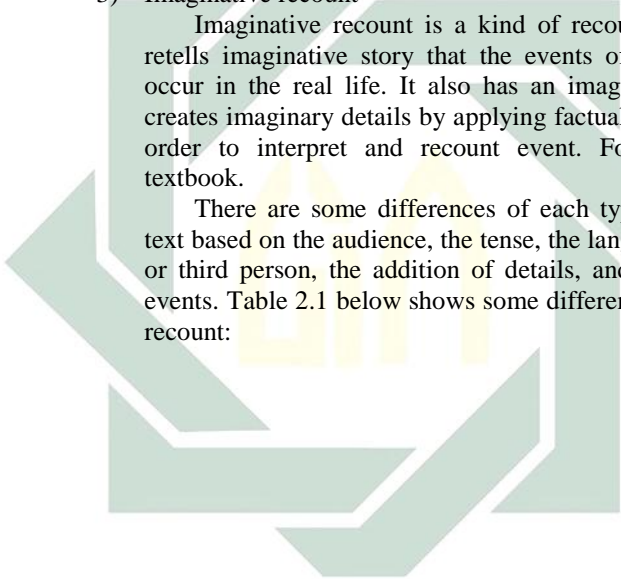
Table 2.1 Focuses on Different Recounts[34]

	Personal recount	Factual recount	Imaginative recount
Audience	Child or adult	Child or adult	Child or adult
Tense	Past tense	Past tense	Past tense
Language	Often focuses on adding personal and emotive responses.	The focus is on using evaluative language (e.g. importance, significance, influence, achievement).	Often includes imagined personal responses.
First or third person	Written in first person using personal pronouns (I, we).	Written in third person using pronouns (he, she, and they). It may be written in the passive voice.	Written in the first person (I, we).
Addition of details	Interesting idea may be chosen to add some humor	Precise retelling assists readers to accurately reconstruct what happened. Appropriate explanation and justifications may be included. Sometimes in an experiment the outcome of the activity is explained.	Imaginative details may be added to the tale that has been written in a realistic setting.
Series of events	Sequenced details of who, what, when, where and why (sometimes) are included.	Precise details of time, place and manner are added.	Sequenced details of who, what, when and where are included.

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[34] Ibid., 6

Recount text is the text that retelling the past events chronologically. From the explanation above, that the recount text is not just had one types. There are three types of recount text, they are: personal recount, factual recount, and imaginative recount. Each type had different purpose or function. The purposes are: to inform and to entertain in personal recount: to inform the factual information in factual recount, and retell the imaginative story to entertain the reader is the purpose of imaginative recount.

d. The Schematic Structure of Recount Text

In writing good recount text, there are some schematic structures that the researcher should know in order to make the text coherence to each paragraph. The schematic structures of recount text consist of three parts there are orientation, sequence of events and reorientation.[35]

Orientation provides the setting and introduces the participants about the text. It tells the reader who was involved, what happened, where this event took place, and when it happened.

In sequence events tells what happened in sequence. It gives more information about the story and give the details of what, who, where, and when. This part also tells about the characters are a personal recount, factual recount, and or imaginative recount.

Reorientation is a conclusion of the events or the end of the story.[36] Sometimes, it is also describes the researcher opinion about the events, but this is just optional.

e. The Language Feature of Recount Text

Besides the generic structure of recount text, the researcher also should know about the language features used in recount text. Because language feature of the text is the essential part in writing a text. Language feature also can be use for identifying what kind of the text is. According to Mark Anderson and Kathy Anderson there are four language features in recount

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[35] Ibid., 5
[36] Mark and Kathy Anderson, *Text Type*, (South Yara: Macmillan Education, 2005), 50

text, they are proper noun, descriptive words, the use of past tense and sequence maker.[37]

Proper noun in recount text is used to identify who are those involved in the text. Descriptive words are used to give details about what, where, when, and how. The descriptive words are usually use adjective that used to describe the noun or personal attitude. It used simple past tense, past continuous text, past perfect tense and past perfect continuous tense. Last, Sequence maker means words that show the order of events.

In addition, Pardiyono added the explanation more details about the language features are used in recount text. The detail of language features of recount text are:[38]

- Active and passive

    The decision of whether to use active or passive is much influenced by the researcher's orientation in expressing ideas.

    Example: "Surabaya is well known as kota pahlawan".

- Past tense

    Past tense is very appropriate to tell past activities or what happened like in the recount text. Recount is the record of events in the past time. The events are reported in sequence with the use of number of conjunction and sequence marker.

    Example: Present verb   Past verb
                    - have   - had
                    - think   -thought
                    - leave   - left

- Past continuous tense

    This tense is to show the activity is in the progress in the past time. Example: i went to the room where everybody *was waiting for me.*

- The use of adverb

    Adverb used to give and enhance the clarity in the sentence, students can use the adverb in phrase form or clause.

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[37] Ibid., 50

[38] Pardiyono, *Pasti Bisa Teaching Genre-Based Writing,* (Yogyakarta: CV Andi Offset, 2007)

Example:

Adverbial phrase showing time: last month, early morning, etc.

Adverbial clause showing time: soon after, before finally, etc.

Adverbial clause showing reason: because we thought that place was nice and the people were friendly.

- Verb of 'being' and 'having'

    Verb is always followed by noun, adjective, or adverb and they are usually in the form of phrase.

    Example of verb being:-It *was* very terrible day

    -It *was* very nice day

    Example of verb having:-He *had* no money at all.

- Verb patterns

    There are several verb patterns to recognize that will help us write better:

    1) Verb + to verb

        Within one sentence, if a verb is followed by another verb, the later should be with 'to infinite'. Example: Kenzo *decided to give* his mom and dad a call.

    2) Adjective + to verb

        Should an adjective is to be followed by a verb; the verb takes the form of 'to infinitive'. Example: Kayla *was very nice to help.*

    3) Intransitive verb + verb

        Intransitive verb is very common to be followed by adjective, besides adverb. Example: Naura *felt very sad.*

    4) Connecting words and conjunction

        The connecting words are used to sequence events that happened. Then, the conjunction in recount text used to combines clauses.

        Connecting words: first, second, then, the last, finally, etc.

        Conjunction   : when, then, and, but.

    5) Uses reported speech

        Example: Mrs. Alita said that the accident was causing the traffic.

The following text below is the example of personal recount text. The text below is an noted text example:

My Holiday

Orientation

Last week, I went to **Bromo mountain**. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

Sequence of events

In the morning, my friend and I saw Batok mount. The scenery was very **beautiful**. We rode the horseback **carefully**. It was scary, **but** it was fun. Then, we went to get closer look at the mountain. **We** took pictures of beautiful scenery there. **After that**, we took a rest and had luch under a big tree. Before we got home, we **went** to the zoo at Wonokromo. We went home in the afternoon.

Re-Orientation

We **were** very tired. **However**, I think it was really fun to have holiday like this. I hope my next holiday will be more interesting.

3. Clustering Technique
a. The Definition of Clustering Technique

In the writing process, there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definitions about clustering stated by experts. Karen Blanchard, and Christine Root state define that clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.[39]

Santi V. Buscemi stated that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called mapping, and diagramming, it is

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[39]Karen Blanchard and Christine Root, *Ready to Write: A First Composition Text 3ed*. (Longan: Pearson Education,Inc., 2003), 42

another effective way to gathering formation for an essay.[40] To cluster ideas, it begins with a blank sheet of paper. In the center, we write and circle the word that expresses the broad subject which one to write about. We think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of descriptive writing.

According to John Langan, "Clustering also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper.[41] This technique is helpful for people who like to think in a visual way. In clustering, researchers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

From the definition above, the researcher concludes that clustering is making a visual map or new association that allows thinking more creatively and beginning without clear ideas. Clustering will help the students to associate the ideas, to write down the ideas that exist in their minds, and to develop ideas into a good paragraph unity.

Clustering can be useful for any kind of writing. Researchers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Researchers can use clustering to plan brief section of an essay as they are drafting.

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[40] Santi V. Buscemi, *A Reader for Developing Researchers,* (New York: MacGraw-Hill Companies,Inc.,), 14
[41] John Langan, *English Skills with Readings: Sixth Edition*, (New York: MacGraw-Hill Companies,Inc., 2006), 25
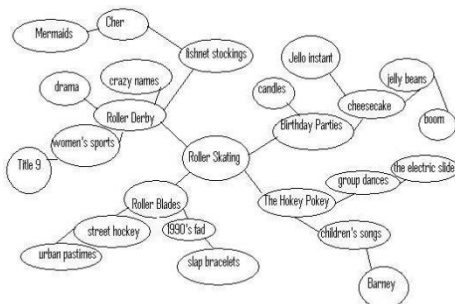
An Example of the Clustering Invention Technique

Figure 2.1Model Clustering[42]

Talking about technique there are three terms that must be differentiated because these terms used in teaching learning activity and people often confuse with these terms, they are approach, method, and technique.

Technique is the implementation that takes place in a classroom. It is like particular tricks, state gram, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and an approach as well.[43]

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.[44] While method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach.[45]Technique is method of doing something expertly or needs skill.[46] Referring to the idea above, clustering is one of technique in teaching writing because it is a teachers' strategy which is applied in the classroom.

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[42](https://schooltutoring.com/help/english-review-of-prewriting-the-essay accessed on September, 03 2017)

[43]Jack C. Richards and Theodore S. Rodgers, Approach and Mehods in Language Teaching, (New York: Cambridge University Press, 1986), p.15

[44]*Ibid*

[45]*Ibid*

[46]A.S. Homby, *Oxford Advanced Learners' Dictionary of Current English*, (New York: University Press, 1995), p.425

Based on the statement above, it can be said that technique is a way of doing an activities derived from an application of principles. This statement is supported by Diane Larsen-Freeman. He stated that technique is the behavioral manifestation of the principles.[47]

So, clustering is one of the techniques in teaching writing because it is a teachers' strategy which is implemented in the classroom.

b. **The Step of Using Clustering Technique**

Clustering is a way of generating and connecting ideas visually. It is useful foreseeing how various ideas related to one for developing subtopics. Researchers 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:[48]

1) Take a sheet of paper and write down our main topic in the middle of a sheet and circle it. The picture below is the example of main topic about new ways to communicate. It will be the center of all ideas.

New Ways To Communicate

Figure 2.2 The Circle of Main Topic[49]

2) Write down ideas related to the main topic around the main topic and circle it all. Connecting them by line to the main topic circle. The picture below shows that there are three sub-topic about new ways to communicate, such as Email, Cell phones and Videophones.

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[47] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press), 11
[48] Barbara Fine Clouse, *A Troubleshooting Guide Strategies & Process for Researchers*, (New York: MacGraw-Hill, 2005), 4th Edition, 24-26
[49]*Ibid,*

Figure 2.3 Grouping Ideas[50]
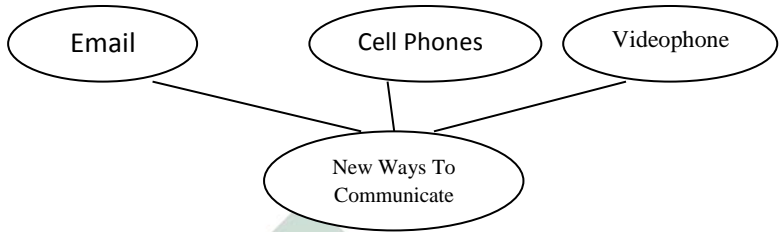
3) Write ideas, examples, facts, or other details related to each idea and connecting them to the appropriate circle.
4) Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.
5) Keep going until you can think nothing else related to the topic.

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[50]*Ibid,*
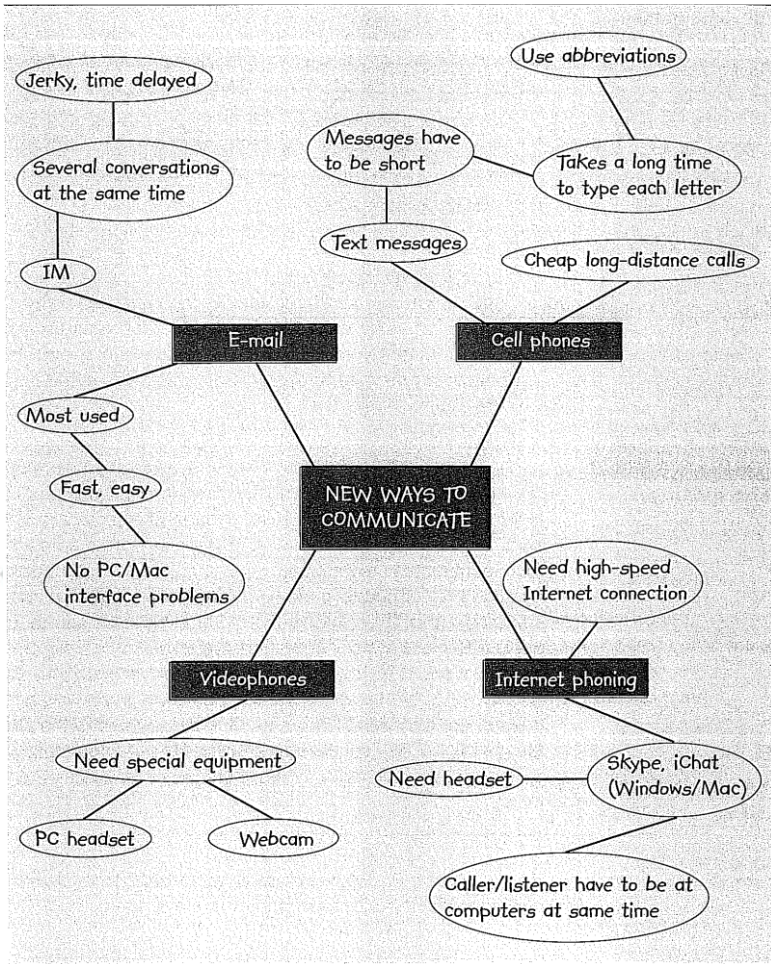
Figure 2.4 Final Stage[51]

[51]*Ibid,*

c. **Using Clustering Technique in Teaching Writing Recount Text**

Clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the researchers who like to do their thinking in a visual way. In clustering, the researchers can use lines, boxes, arrows, circles to show relationship among the ideas and details that occur to them.

Here are the following steps in teaching writing recount using clustering technique:

1) Teacher explains about recount text include the kinds of recount text, schematic structure and language features.
2) Teacher introduces the concept of clustering technique to the students. The teacher can explain how clustering technique will help them to develop the ideas to write recount text.
3) Teacher gives student a topic and asks them to discuss about the topic. The teacher can try to write down the example of developing ideas on the whiteboard as a model. Put the main topic in the middle of the whiteboard, circle it, and followed by related idea around the main topic. Connecting them by line or arrow.
4) Teacher asks student to write the first draft on design of clustering technique samples that have been made on the whiteboard.
5) After students already understand about clustering technique, teacher asks them to make their own clustering of the topic to make a personal recount text referred to their own experience.

B. **Previous study**

Several studies about technique were conducted research that used and recount text. Here, the researcher reviews some studies related to this research. The first research entitled *Using Clustering Technique to Explore the Ideas in Writing Descriptive Text* by Rega Giyang Girana Zetira on 2015.[52] The aims of the research are

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[52] Zetira, Rega Giyang Girna. 2014. *Using Clustering Technique to Explore the Ideas in Writing Descriptive Text (The Case of the Tenth Graders of State Senior*

to find the problems faced by students in descriptive text writing, describe the implementation of using clustering technique to explore students' ideas in writing descriptive text, and describe the influence of clustering technique in students' improvement of ideas in writing descriptive text. He conducts an experimental research in which they used some numerical data which analyzed statistically. The subject of this study is the tenth graders of class X IIS 3 of Senior High School 1 Pengandon in the academic year of 2014/2015.The students are divided into two groups as control and experiment considering the variants like gender, socioeconomic status, age, attitude to lesson, etc. The technique they used to collect the data are pre-test and post-test. The finding of the study revealed that there was a significant improvement of the students' achievements in exploring the ideas and their writing ability and there was a significant improvement of the students' achievements in the pre-test and post-test. The conclusion drawn from this research is the clustering technique can help the students to explore their ideas in writing descriptive.

The second is *Improving Students' Skill in Recount Text by Using a Personal Letter* by Farid Helmi on 2012.[53] His research aims to describe the improvement of students' writing skill after being taught by using a personal letter. In conducting this research, he used a classroom action research as the methodologies of this research. The instruments that are used in this research are written test and observation in collecting the data. Based on the research result, it can be stated that the using of personal letter was effective and very useful.

And the third is *The Effectiveness of Clustering Technique in Teaching Writing at the Eighth Grade of MTs Raudlatul Ulum* by Dwi Wahyu Ulum on 2012.[54] This research aimed to find out the

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*High School 1 Pengandon in Academic Year of 2014/2015).*Final Project, English Department, Faculty of Languages and Arts, Semarang State University.
[53] Helmi, Farid. 2012. *Improving Students Skill in Writing Recount Text by Using Personal Letter(A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in the Academic Year of 2011/2012).*Thesis. Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo.
[54] Sugiarti, Dwi Wahyu. 2012. *The Effectiveness of Clustering Technique in Teaching Writing at The Eighth Grade of MTs Raudlatul Ulum. Thesis, English*

use of clustering technique as pre-writing stage is more effective than the traditional technique. This research focuses on English descriptive text. The subject of this study are the VIII C and VIII D of Mts Raudhlatul Ulum. This study is categorized as an experimental research. The experiment research was conducted by using t-test as the instrument of the research. The finding of this study is clustering technique can make students be the active learners.

The fourth study entitled *The Efficiency of Cluster Method in Improving the Creative Writing Skill of 6th Grade Students of Primary School* it was a journal research which conducted by Nanik Kemal Sahbaz and Gozde Duran.[55] The aim of the research is to search the effect of the cluster method on the creative writing skill of 6th grade students at Ulas Primary School in 2010-2011 academic year. They conducted an experimental research in which they used some numerical data which analyzed statistically. The findings are (1) the writing product of the students in the experiment group is more developed in the terms of word; sentence, text and products include a main idea. (2) the implementation of clustering technique in teaching writing applied well, and writing skill becomes fun for students.

The last study which conducted by Irfan Fahmi and entitled *Developing Students' Writing Ability of Descriptive Text Through Clustering Technique (A Classroom Action Research at VII-4 Class of SMPN 38 Bekasi).*[56]His research aims to find out whether teaching writing of descriptive text using clustering technique is effective to improve students writing skill of descriptive text at VII-4 class of SMPN 38 Bekasi. Based on the research results, the application of learning writing skill of descriptive text has improved

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[55]Nanik Kemal ahbazz and Gozde Duran, *The efficiency of cluster method in Improving the creative writing skill of 6th grade students of primary school*, (Academic Journals:2011), Educatinal Research and Reviews, Vol. 6.p 702-709

[56]Irfan Fahmi, *Developing Students' Writing Ability of Descriptive Text Through Clustering Technique*, (S1 Skripsi Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Jakarta, 2009), p.60

The previous studies have similarity and different areas with this research. In this research, the researcher wants to know the use of clustering technique in class. The previous study already done the research using CAR. In this research, the researcher using collaborative classroom action research. Also, the researcher wants to know the students responses toward the use of clustering technique. Those previous studies have different focus with this research. Those previous study discuss clustering technique in exploring idea, personal letter and creative writing skill. No one focuses about how to use and what are the students' responses.
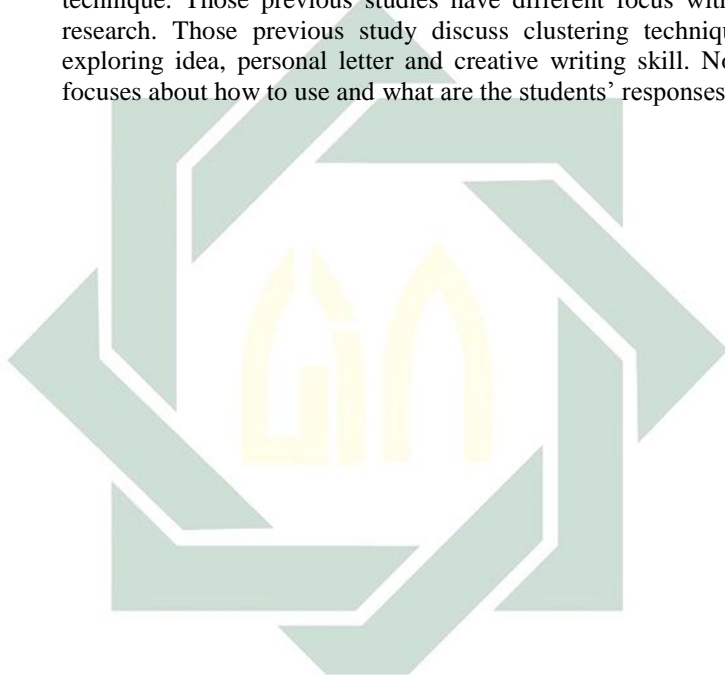
CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses and reviews research methodology that is used in this research. They include research design, subject of study, procedure of the study, data and source of data, data collection technique, data analysis technique, and research stage.

A. Research Design

The design used in this study is collaborative classroom action research. Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn.[57] It means that it is aimed to overcome problems in teaching learning process in order to improve educational practice by collaborating with the teacher.

Kember stated that action research has several major characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and group of students (2) action research is aimed towards improvement (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative.[58] From those statements, the research design is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity through cyclical process which involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning,

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[57]Geoffrey E. Mills, Action Research: *A Guide for the Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), p.5

[58]David Kember, *Action Learning and Action Research*, (London: Kogan Page Ltd, 2000), p.24-28

acting, observing and reflecting, it is normal for a project to go through two or more cycles in an iterative process.[59]

The research design of CAR in this study is a collaborative classroom action research. It means the researcher collaborates with the English teacher of Public SMAN 1 Gresik. In carrying out the study, the researcher's role is as an English teacher who teaches writing through clustering technique. While, the real English teacher's role is as an observer, who is observe teaching learning activities during the writing learning process. The real English teacher is not only as an observer but also as an collaborator who help the researcher designing lesson plan, giving assessment, and analyzed data.

B. **Subject of the study**

The setting or location of this research is Public SMAN 1 Gresik on Jl. Arif Rahman Hakim No. 1, Gresik. The study focuses on the use of clustering technique to teach writing recount text to ten grade students of SMAN 1 Gresik in 2017-2018 academic year. In Public SMAN 1 Gresik, there are eight regular classes in ten grades; X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X MIPA 6, X MIPA 7 and X MIPA 8.

Besides a regular class, SMAN 1 Gresik has additional class it called Interest Accross Program (*lintas kepeminatan*) class. LKPM class is a class which the students may choose a lesson group based on their interest and ability as long as following the teaching-learning in school. There are ten LKPM class in ten grade; Economic, Accounting, English Literature (SIG), Math, Biology, Physics, Chemistry, Sociology and Japanese. The researcher will only analyze clustering technique in one class; the class is X SIG class.

The researcher only used one class because in X SIG class the students have some writing difficulty but with a high interest in English. There are 35 students in the class. Based on the interview with the English teacher of SIG class, some students still find difficulties in writing. After identifying the problems, she suggests to apply suitable technique to improve

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[59]*Ibid*, p.25

students' ability in writing for better quality of the school as well qualified students.

C. Procedure of the study

The researcher uses the classroom action research procedure based on Kurt Lewin's design. It consist of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting. The procedure can be seen from the figure below.
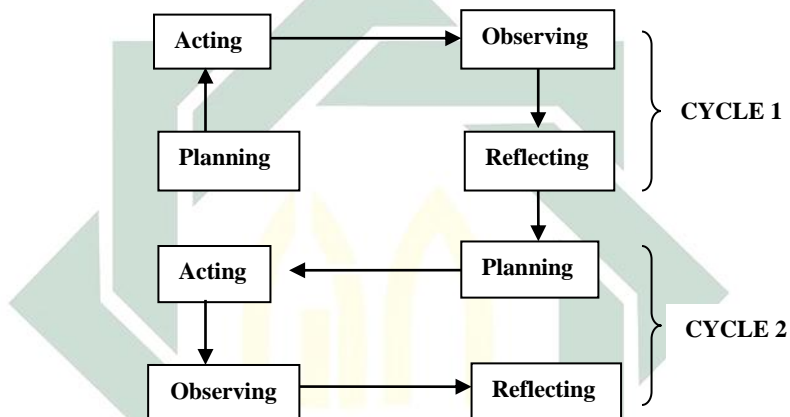
Figure 3.1 Kurt Lewin's Action Research Design[60]

The Classroom Action Research using Lewin's design consists of four phases; planning, acting, observing, and reflecting within one cycle.[61] If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle. Those are planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the researcher conducts the preliminary study. According to Mills preliminary information gathering is taking time to reflection your own beliefs and to understand the nature and context of your general

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[60]Wijaya Kusumah dan Dedi Dwitagam, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), p.44
[61]*Ibid*, p.44

idea.[62] It is aimed to gain data about problems faced by teacher and students in teaching-learning activities and needed to be solved. The researcher observed the class on November 02, 2017 to the students in first grade year of X SIG Class. Besides, the researcher conducted interview to the English teacher in terms of the techniques and activities employed in teaching writing and giving questionnaire to the students in terms of learning English. The conclusion of the research design will be show on the figure below.

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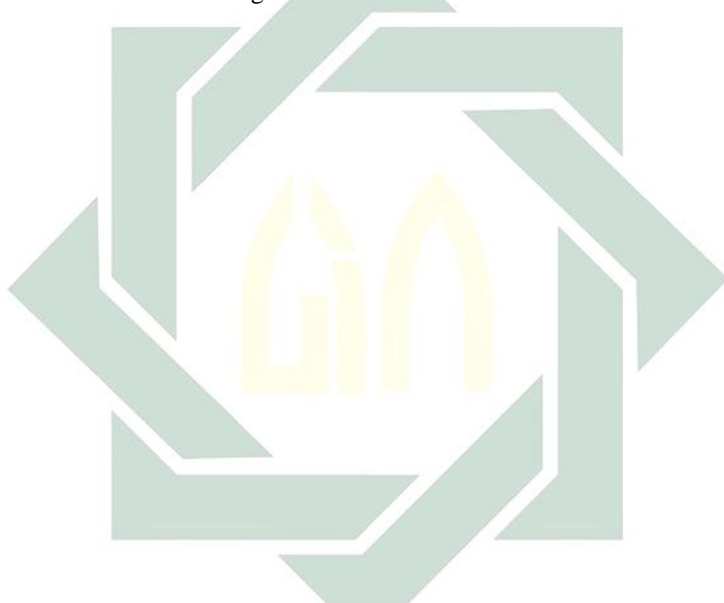
[62] Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher*, (2nd ed), (New Jersey: Merril Prentice Hall, 2003), p.26

Preliminary Study
Interviewing the English teacher, and giving questionnaire to the students of X SIG Class

Planning
1. Designing lesson plan
2. Preparing the model of Clustering Technique
3.Preparing the materials and media
4. Setting the criteria of success

Acting

Conducting the lessonplan

Reflecting
1. Analyzing the collected data
2.There there must be more effort in students' writing ability through Clustering Technique
3. Continue to the next cycle

Observing
Observing the teaching learning condition

Planning
1. Designing lesson plan
2. Preparing the model of Clustering Technique
3.Preparing the materials and media

Acting

Conducting the lessonplan

Reflecting
1. Analyzing the collected data
2.Every action in cycle 2 was accomplished well.
3. The Classroom Action Research is success and the cycle is stopped.

Observing
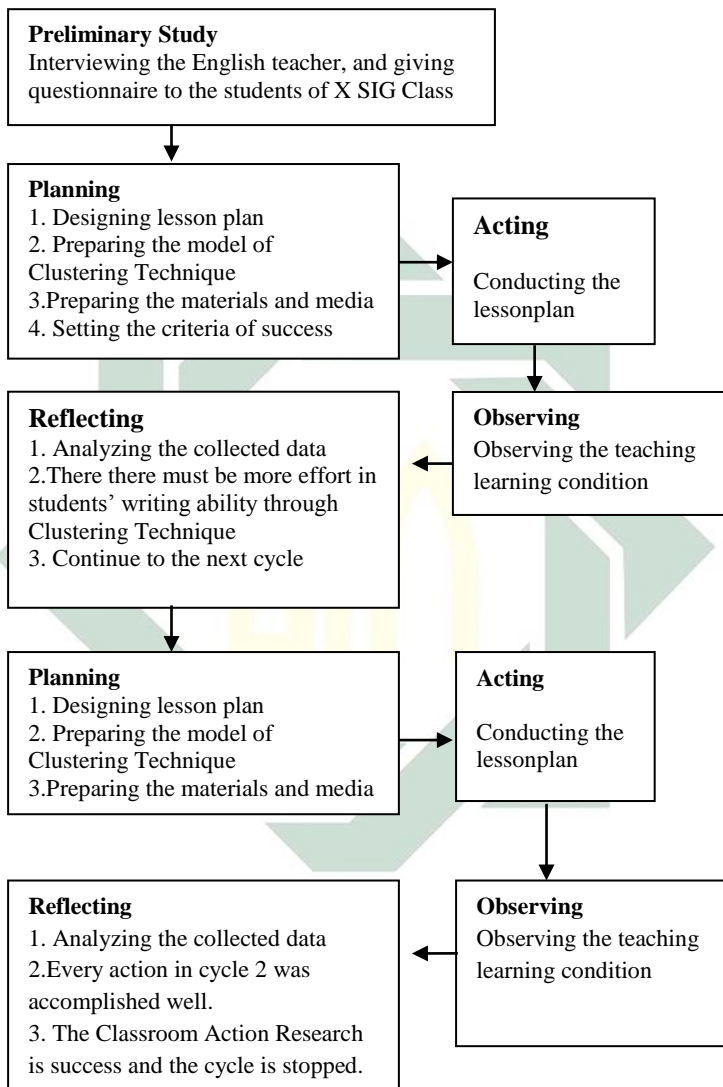Observing the teaching learning condition

Figure 3.2 Researchers' Design Adapted From Kurt Lewin

D. Data and source of data

1. Type of data

In this research, the researcher answers two research questions use two types of data. The type of data will be used in this research are follows:

a. Primary data

The primary data of this research is the use of clustering technique by doing the cycles in X SIG class at SMAN 1 Gresik. The second primary data is questionnaire for the students. This questionnaire is about the students' responses toward the use of clustering technique applied in X SIG class.

b. Secondary data

The secondary data obtained by the researcher in order to supporting the primary data. In this research, the secondary data are lesson plan. The researcher uses lesson plan to know the use of clustering technique in English class. Also, the researcher uses some theories to support the data obtained.

2. Source of data

In this research, the source of both primary and secondary data will be gained from the teacher, students of X SIG class of SMAN 1 Gresik and the documents such as lesson plan and the result of assessment. The primary data is obtained by observing, planning, acting and reflecting in teaching writing by using clustering technique. Additionally, the second primary data will be gained from the student by giving questionnaire about their responses toward the use of clustering technique in writing.

E. Data Collection Technique and Research Instrument

Collecting the data of the research need research instrument. The data collection technique and research instrument are follows:

1. Interview

Interview is particularly useful for getting data from the English teacher's experiences before classroom action research. It is used to know students' difficulties in writing ability, and the technique used by teacher in writing

activity. The interview also be carried out after classroom action research to know the teacher's response toward the idea of Clustering technique. The researcher use interview guidelines while interviewing the teacher.

2. Observation

The researcher and observer used field notes to record activities during the teaching and learning of writing through clustering technique in the classroom, including description of classroom atmosphere, students' attitude, and teacher's creativity in presenting the material of writing.

3. Questionnaire

Questionnaire is a form containing a set of questions. It is used to get information from students before and after classroom action research. The researcher applied 10 questions in order to get data about students' liking for learning English particularly in writing skill and the technique used by the teacher in teaching writing.

There are two kinds of questionnaires are given by researcher to the respondents those are open ended and close questionnaire.[63] In this research, the researcher used close questionnaire as an instrument after collecting the data. This instrument is used by the researcher to answer the second research question. The function of this step is to know the student's responses toward the use of clustering technique in writing recount text.

F. Research Procedure

After the preliminary study was conducted, the researcher starts the research covering some phases: planning, acting, observing, and reflecting.

1. Planning Phase

In this phase, the researcher and the collaborator make some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing the model of Clustering

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[63]Sugiyono.*MetodePenelitianPendidikan: PendekatanKuantitatif, Kualitatifdan R&D.* (Bandung: Alfabeta, 2012), p. 199

technique, preparing materials and media, and determining criteria of success.

The organized planning will be formed into lesson planning based on the current used syllabus. Lesson plan provide the teacher with the guideline of teaching and learning activities. It mentions the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment.

Then, preparing the model of clustering technique; the researcher and collaborator are using shapes and branches as a model of clustering technique. It is an activity to generate the ideas on the shapes. It is conducted by students based on the topic given to them and then they put their ideas into clustering technique. The students write the topic in the center of a piece of paper, also write down the main parts or central ideas of topic, next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic.

Next step is preparation of materials and media. Based on results teacher interviewed before classroom action research and the current used syllabus, the researcher used recount text as material. Including biography recount taken from the English teacher material. The media that used in the action are several pictures, videos and the colored marker for making Clustering Technique.

2. **Acting Phase**

In this phase, the researcher carries out acting phase based on lesson plan prepared in planning phase. The researcher acts as the English teacher who taught writing through Clustering Technique, and collaborator acts as the observer. The implementation of the action involved two meetings in each cycle. The time table of the implementation of the action can be seen in the following table:

Table 3.1 The Schedule of the Classroom Action Research

	Date	Theme/Sub Theme
Preliminary study	November,3nd 2017	
Cycle 1	November, 10rd 2017	Introduction
		Singer
Cycle 2	November, 17th 2017	Heroes
		Inspiring people

3. **Observing Phase**

In this phase, the researcher observed all the activities that happen in the class. The aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discusses about the process of recording and gathering all relevant data occurred during the implementation of the action. The researcher uses field note or unstructured observation sheet as a guideline while observing.

4. **Reflecting Phase**

Reflecting phase is aimed to reflect the data that have been collected to determine whether the action is successful or not. It is necessary for evaluation to hold next cycle needs to be accomplished. This phase carried out collaboratively with the teacher to discuss some problems in the classroom that occurred during action phase.

G. **Data analysis technique**

According to Bodgan and Biklen that the report of qualitative analysis is presented descriptively and the emphasis is on describing the phenomenon in its context and interpreting the data.[64] In this research, the researcher did several analyze the data. To analyze that information, it was conducted by using descriptive manner are identifying the data on the statement of problem, classifying each information based on each item of interview, observation and questionnaire, verifying and interpreting data and drawing conclusion.[65]

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[64]Robert Bodgan and San Knopp Biklen. *Qualitative Research for Education: An Introduction to Theory and Mehods.* (USA Massachusets: Allin and Bacon, 1992) p.216

[65]Suharsimi Arikunto, "*Prosedur Penelitian*", (Jakarta: Rineke Cipta, 2006), p.152

Then, the qualitative analysis was performed using open coding (sentence by sentence) to identify themes relating to learners' response to clustering technique in this study. The results generated from the questionnaire were compared against the researcher's interpretation at different times over the course of the study.[66]

According to Weigle there are five components presented in the analytical scoring rubric for writing, are: content, organization, vocabulary, grammar and mechanics.[67] The researcher uses analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing ability. The analytical rubric as follows:

Table 3.2 Analytical Scoring Rubric Adapted From Weigle

Components of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Vocabulary & Mechanic	4	A few errors in choice of words, spelling and punctuation
	3	Some errors in choice of words, spelling and punctuation
	2	Occasional errors in choice of words, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

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[66]Cohen, L., Manion, L., Morrison, K. *Research Methods in Education. 7th Edition*. (New York: Routledge, 2011)
[67]Weigle, Sara Cunhing, *Assessing Writing* (Cambridge: Cambridge University Press, 2002)p.116

To get the mean of students' writing score uses the formulas:[68]

$$Mx = \frac{\sum X}{N}$$

Mx   : Mean
X   : Individual score
N   : Number of students

To get the class percentage which passes the minimum mastery criteria – 75 (seventy five), the researcher uses the formula:[69]

$$P = \frac{F}{N} \times 100\%$$

P   : The class percentage
F   : total percentage score
N   : number of students

H. Checking validity and finding

Validity is one of crucial requirements which had to be tested in a research instrument.[70] The instrument is said valid if it measure what it is designed to be measure. The According to Sugiyono, checking validity in qualitative researcher are credibility, transferability, dependability and conformability.[71] The researcher use extension observation technique which is concluded in credibility. The researcher also uses triangulation by using some sources, method and theory.

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[68]Sudijono, Anas. *Pengantar Statistik Pendidikan.* (Jakarta: Rajagrafindo, 2008) p.81

[69]

[70] J.B. Heston, *Writing English Language Test,* (New york: Longman, 1995), 150

[71]Sugiyono.*MetodePenelitianPendidikan: PendekatanKuantitatif, Kualitatifdan R&D.* (Bandung: Alfabeta, 2012), p. 270

I. Research stage

The process of this research will be done as the following stages:

1. Preliminary research

In the preliminary research, the researcher formulated the title and the research questions of this research based on the phenomena occur in SMAN 1 Gresik. In order to clarify the problem to this research, the researcher came to this school by conducting preliminary research at November 3th2017. This preliminary research gave the information to the researcher about the ability of the students in writing especially in X SIG class. By doing this step, the researcher expect that this research is important to be done.

2. Research Design

In this step, the researcher designs the research by organizing the title, research problem, theories and previous study and designing research method. Then, the researcher collects the data by some cycles by using some instruments to collect the data. Also, the researcher gives a questionnaire to the students. After the data was collected, the researcher analyzes the data based on the theories is used in this research and make the conclusion.

3. Conduct the research

   a. Collecting data

   In this stage, the researcher collects the data by doing some cycles. The researcher also gives a questionnaire to finds out the students' responses in using clustering technique in writing recount text.

   b. Analyzing the data

   In this stage, the researcher analyzes those data based on the theories to find out research problems that are formulated in this research.

4. Writing the research

In this stage, the researcher will write the report of this research by reporting the result and the finding of the research based on the data obtained from the research. The research reports the result of this research in a form of thesis.

CHAPTER IV

FINDING AND DISCUSSION

In this research, the researcher describes the data that has been obtained during the research. The finding and discussion of the data were used to answer the research questions tat stated in the first chapter.

A. **Research Findings**
1. **Description of Research Site**

SMAN 1 Gresik is located on Jalan Arif Rahman Hakim no 1 Gresik. The place is in the middle of the town. It is very easy to reach from many sides. There are many vehicles which are operated every day. The school has many facilities such as big classroom, yard, parking area, mosque, library, laboratories, etc. Each classroom is also completed with air conditioner, television, projector and sound which are needed by students to be more comfortable in the classroom. Moreover, the students of SMAN 1 Gresik can study and accept the lesson well in their classroom. During the break time, the students are very happy enjoying the school's facilities.

The teacher and the school's worker of SMAN 1 Gresik are very kind and friendly. They are competent in their field. Each teacher gives high priority to teach professionally in their jobs. Not only the teacher, but also the school workers work with best reputation. On the other hand, all students of SMAN 1 Gresik are considered as selected who have good achievements in learning.

2. **The Description Data for the Use of Clustering Technique**
   a. **Findings of the Preliminary Study**

In interview, the researcher used unstructured interview in conducting preliminary study. It was held on Friday, November 3nd 2017 started at 10.00 A.M. and finished at 10.20 A.M. The researcher asked to the teacher some questions which divided into three categories. They are the general condition in English class especially in writing class, the difficulty faced by students in writing ability, and the strategy used by the teacher to solve students' difficulties in writing ability.

The first category discussed about the general condition in English class especially in writing class. The teacher said that every student has a different attitude when learning English. Most of students who did not like English class especially writing because they gained low competence in composing the text, and still faced obstacle in following the English lesson.

Second category discussed about the students' difficulties in writing ability. The teacher told that writing skill was one of the most difficult faced by students in learning English. The teacher mentioned the difficulties for some students of X SIG class in writing skill because students are confused on generating ideas, organizing into paragraph, and less vocabulary.

The third category is related to the teacher's strategy in teaching writing previously to solve the students' difficulties in writing ability. It was found that the teacher often took picture in teaching writing and storytelling. Up to now; the teacher had been looking for an alternative way to teach writing and to engage students actively in teaching learning process. At last, the researcher proposed to implement clustering technique; it might be able to improve students' writing ability.

The conclusion of the interview in term of the students' difficulties in writing was the students' of X SIG class still have difficulties in writing in term of generating ideas, and organizing ideas into paragraph. (The detail result of pre-interview can be seen in appendix).

b. **Findings the First Cycle**

  1) **Planning**

      In this phase, the researcher and the English teacher made a planning for the action based upon the problems faced by students toward writing ability. In this case, the researcher determined the selected material and exercises into a lesson plan using clustering technique (the lesson plan can be seen in appendix). The researcher also prepared field notes to observe the students' and the teachers' activities in teaching learning process whether it was in line with the lesson plan had made before or not.

The first meeting will be an introduction. The teacher will teach about the generic structure, language feature, and schematic structure of recount text. The teacher gives a material about biography recount text and asks the students to identify the structure. Next, the students also learn about what is clustering technique and how to use it by following some steps. For the first assessment, the students will make a recount text by using clustering technique as a prewriting in theme of Singer.

2) Acting

Action of the first cycle was done on November 10th, 2017. The teacher implemented the teaching learning process based on the lesson plan had been made. In the first meeting, the teacher introduces herself and plays some games to make the class situation more fun. It called Clap Your Color. The teacher also plays some videos about some singer video clip to stimulate the students activity such as Raisa, Isyana and Afgan. After that, the teacher started to convey what materials that would like to be learned by students and explain the concept of recount text and Clustering Technique. Next, the teacher gives an example of biography and asks the students to identify the structure. This activity is to evaluate their understanding about recount text. The teacher taught recount text through Clustering Technique carefully to make sure that they understand about the concept. The students are asked to make clustering technique of personal recount text in kind of biography under theme Singer.

3) Observing

In this phase, the observer observed the teaching learning process through field notes; it might be about class situation, students' response, and teacher's performance in presented the material. Related to the students' response, some of students did not pay attention on teacher explanation, therefore they just chatted with their friend when teacher gave a task. Then, they gave up and lazy if they didn't find some words what they are going to write. However, some students seemed more focus and so motivated to make clustering technique.

Then, the teacher could intensive guide to students in made clustering technique. (See appendix for detail result)

4) Reflecting

In this phase, the researcher and the teacher discussed about the conclusion of implementing the action. The field notes showed that the teaching learning activities has done well although there were some problems that should be solved. From the reflecting phase, there must be more efforts to improve students' writing ability through Clustering Technique. it also supported with their assessment in writing biography about Singer. Only 45% students make a biography with score above 75. The other 55% is still confused in using clustering technique in writing recount text. They have a good draft but still difficult to develop it into a good paragraph. So, it needed to be improved again in the next cycle.

c. Findings of the Second Cycle

1) Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to clustering technique in learning writing. There were not significant differences with the previous lesson plan. However, there were some modifications in the second cycle; that was the teacher needed to give interesting explanation by using picture and video related to the topic to the students in class presentation. The teacher also gives an interactive games to break the monotonous situation in the class. Beside of that, the researcher still also prepared field notes to note the classroom activities.

In this second cycle, the teacher will teach about Heroes and Inspiring People. The student will be shown a short movie about some heroes' biography such as RA. Kartini, Ki Hajar Dewantoro and Bung Tomo. Some videos about the invention of some success people such as Bill Gates, Mark Zuckeberg, and others also played after.

2) **Acting**

The action of the second cycle was done on November 17th, 2017. In the second meeting, the researcher introduces a new topic about Heroes and Inspiring People by using Clustering technique and asked the students to make Clustering technique. Before that, the teacher gives some sharing season about their opinion about some heroes and their inspiring people. The teacher also listens to other students opinion one by one. After some short discussion about the topic, they are asked to make the biography. The students are divided into two groups. The first group is heroes group and the second group is inspiring people group. Last, the teacher choose three randomly student to share about what he already written.

3) **Observing**

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and to pay attention on the teacher explanation and when they followed the writing lesson, they enjoyed doing exercises. Then, most of them were enthusiastic to choose their favorite heroes and made clustering technique based on the topic given by the teacher. Related to the teacher's performance, she looked masters the technique and the material she gives. She checked the students' work by walking to their table and giving comments. Then, her voice more loudly, it could be seen students could understand easily because the teacher's explanation was not so low. Automatically, it led a good feedback from students' response in conveying their ideas and students were helped by the teacher to comprehend the text.

4) **Reflecting**

The researcher and the teacher felt satisfied in as much their efforts to improve the students' writing ability had been realized. Therefore, the researcher and the teacher decided to stop the cycle because it had already succeeded. It can be proved also from the assessment

result. Almost 70% students are getting score0 75 It was really a good achievement with only two cycle used.

According to the result of the evaluation between the researcher and the teacher, it could be assumed that the implementing of collaborative classroom action research in improving students' writing ability through Clustering Technique was appropriate with the planning that had been discussed by the researcher and the teacher previously. In this case, every action was planned as good as possible so that the writing activities could be accomplished well.

d. Findings After Implementing the Action

After implementing clustering technique, the researcher carried out the unstructured interview with the teacher. It was conducted on Friday, 24rd November 2017. It started at 10.00 A.M and finished at 10.20 A.M. First criterion talked about the general condition in writing class during implementing the action. It was found that the students' condition were better rather than before. In this sense, they looked enthusiast in making clustering technique and they felt easier to write their draft (see items number 1 and 2 of interview). The second category was the difficulty of the teacher in implementing clustering technique and its solution. It was observed that most of the students difficult in appearing the key word of clustering technique because they lack of vocabulary. The observer suggested for the students to bring dictionary (see items number 4, 5, 6, 7 and 8 of interview). The last criterion is about the opinion of clustering technique strategy. The teacher said that clustering technique was a good strategy in teaching writing. It might be able to improve the students' writing; it could be an alternative strategy and could motivate the English teacher to use it (see items number 3, 9 and 10 of interview).

3. **The Description Data for the Students Responses Toward Clustering Technique**

The data was obtained in by conducting and observing the teaching and learning process in writing recount text by using clustering technique. The teacher conducted the teaching and learning as usual. Since it ran well, it was easier to know the students problem and solve the difficulties faced by them. Then, the researcher was accompanied by the teacher who observed the entire activities during the teaching and learning process. The research was conducted in three cycles. In the last meeting, the researcher spreads the questionnaire to know their responses toward using clustering technique in writing recount text.

Questionnaire is one of instruments used by researcher in order to know about how the students use clustering technique in writing recount text. Then, the researcher spreads the questionnaire into the class. The X SIG class of SMAN 1 Gresik consists of 35 students but five students were not coming to the class. There are ten questions in the questionnaire which ask about their feelings, their experiences, the implementation of clustering technique, and their opinion about clustering technique. The result of questionnaire was explained by the researcher in a table (See Appendix 6). Then, the data description about the result of interview will be explained below.
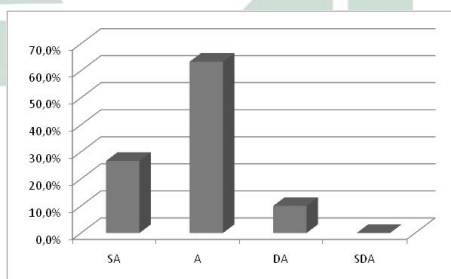

Chart 4.1 Clustering Technique is Interesting (n=30, $\frac{Frequency}{n} x\ 100\%$)

Chart 4.1 shows the result of data analysis of questionnaire with the students about their interest toward clustering technique. The chart shows that there are 26,7% or 8 students are strongly agree that clustering technique is interesting. They

are excited while drawing the circles and it is easy to understand. It also makes writing activity easier. Then, 63,3% or 19 students are agree that clustering technique is interesting. Based on their reasons, most of them said that the technique is more interesting than a general method. It was unique and it did not limit them to explore while drawing the circles. Some of them also agreed because they tried a new thing to write. They also stated that it help them to arrange an idea before writing. Next, there are only 10% or 3 students are disagreeing that clustering technique is interesting. They said that it because they are not usual in implementing the technique. One of them thinks it is complicated so she did not interest. Last, there are no students are strongly disagree that clustering technique is interesting. From those explanations, it can be concluded that most of them were interested with clustering technique. it can be proved that almost all of them agreed that clustering technique is interesting.
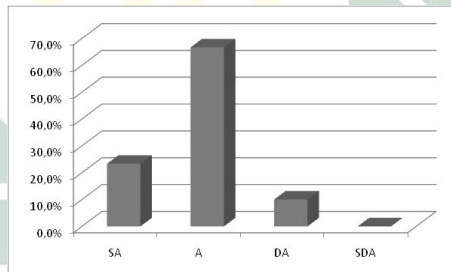

Chart 4.2 Clustering Technique is Enjoyable (n=30, $\frac{Frequency}{n} \, x \, 100\%$)

Chart 4.2 shows the result of data analysis of questionnaire with the students about their feelings toward clustering technique. The chart shows that there are 23,3% or 7 students are strongly agree that clustering technique is enjoyable. Based on their reasons, clustering technique is more unique and make them feel enjoy to write. It also help them to write by drawing the ideas circle before write. They said that it is more enjoy because they can draw creatively based on their imagination. Then, 66,7% or 20 students are agree that clustering technique is enjoyable. Most of them said that they like the shape, it easy

to be implemented and it is not monotonous. They can explore the ideas and train their creativity. Next, there are only 10% or 3 students are disagreeing that clustering technique is enjoyable. Two of them said that it just like a general method. Other said that it takes more time to think the ideas. Last, there are no students are strongly disagree that clustering technique is enjoyable. From those explanations, it can be concluded that most of them were enjoyed with clustering technique. Only three of thirty students who disagree about it.
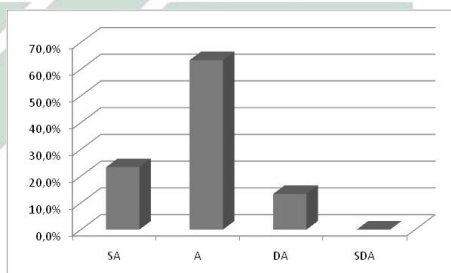

Chart 4.3 Learning Writing Recount Text Using Clustering Technique Is Easy (n=30, $\frac{Frequency}{n} x\ 100\%$)

Chart 4.3 shows the result of data analysis of questionnaire with the students about their experiences toward clustering technique. The chart shows that there are 23,3% or 7 students are strongly agree that learning writing recount text using clustering technique is easy. They said that arranging a good text will be easier by using clustering technique. They also can develop the text precisely based on what they want. Next, 63,3% or 19 students are agree that learning writing recount text using clustering technique is easy. They felt easier to develop and sort the evidence which going to be written. It also easy to be more explained because the keyword is already written on the draft. They only have to explain more about their keyword. They also said that the text arrangement will be clearer and easy to be understood.

Then, there are 13,3% or 4 students are disagree that learning writing recount text using clustering technique is easy. Two students said that they is not used to use the technique so

they still felt confuse about it. One of them said that clustering technique is wasting so much time especially in the middle of examination. The other student said that it is just like a general method. Last, there are no students are strongly disagree that learning writing recount text using clustering technique is easy. From those explanations, it can be concluded that most of them think that learning writing recount text using clustering technique is easy. They can felt a new technique to write a recount text. It also can break a monotonous feeling which a general method affected while learning writing.
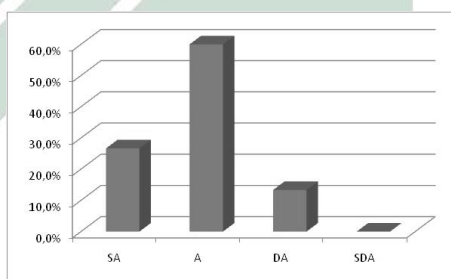

Chart 4.4 Using Clustering Technique Is Effective For Writing Recount Text (n=30, $\frac{Frequency}{n} x\ 100\%$)

Chart 4.4 shows the result of data analysis of questionnaire with the students about their opinion toward the effectively of clustering technique for writing recount text. The chart shows that there are26,7% or 8 students are strongly agree. They said that it is effective because it is easy to be understood. Drawing circle and circle makes writing is not boring and easy to be drawn. Some of them said that they feel easily to understand the text by using clustering technique. One of the student said that it make a clear direction about how to write next and make a good arrangement of the text.

Next, 60% or 18 students are agreeing that using clustering technique is effective for writing recount text. It makes them easier in finding the main idea for each paragraph. This prewriting not only makes a text easier but also makes a summary easier. Some students agree that it is effective in time, energy and thinking when writing recount text. One of them

said that it is not complicated; they only have to look to the draft while writing. It is more organized and effective in many ways. They think they only have to develop the point that already written on the draft. Then, there are 13,3% or 4 students are disagree that using clustering technique is effective for writing recount text. The first student said that he feel difficult in composing the sentences to be used. The second student said that it needs more time to write the clustering draft before writing. The third student said that he prefer to use the general method. The third students think she did not like it. Last, there are no students are strongly disagree that using clustering technique is effective for writing recount text.. From those explanations, it can be concluded that most of them are agree about clustering technique is effective for writing recount text.
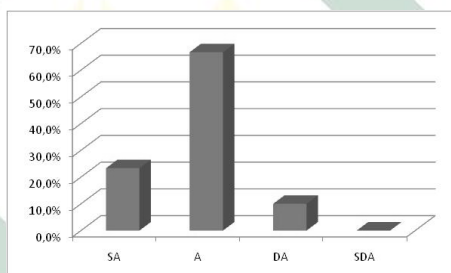

Chart 4.5 Clustering Technique Is Easy To Be Implemented

(n=30, $\frac{Frequency}{n} x \, 100\%$)

Chart 4.5 shows the result of data analysis of questionnaire with the students about their opinion toward their experience in using clustering technique for writing recount text. The chart shows that there are 23,3% or 7 students are strongly agree that clustering technique is easy to be implemented. The students who agree about the statement said that there are no difficult things in making a draft. The way to draw it is easy and interesting. They can use any shape in bordering the main idea based on their creativity. On the other side, there are 66,7% or 20 students are agree that clustering technique is easy to be implemented. Many students have different opinion about it. They said that it is simple and not complicated to be

implemented. They only write down the point about what are they going to write which is easy to be read. It is easy to make a draft because the step is simple and easy to understand. Next, 10% or 3 students are disagreeing that clustering technique is easy to be implemented. They said that it is difficult in making the pattern because they are not usual in making the map. They also stated that it is difficult because they are not mastered in English so making map is not easy. The last students said that he is better using the general method. Last, there are no students are strongly disagree that clustering technique is easy to be implemented. Actually, clustering technique is easy to be implemented. The difficult thing are their limits in mastering the language and their habitual in using clustering before writing.
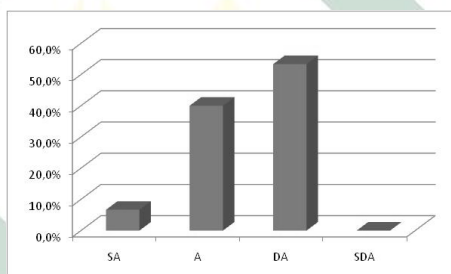

Chart 4.6 Their Motivation in Learning Writing Increases Due To Implementation of Clustering Technique (n=30, $\frac{Frequency}{n} \; x \; 100\%$)

Chart 4.6 shows the result of data analysis of questionnaire with the students about their motivation in learning writing in using clustering technique for writing recount text. The chart shows that there are 6,7% or 2 students are strongly agree that their motivation in learning writing increases due to implementation of clustering technique. There are only two students who are strongly agree about the statement. Both of them felt that clustering technique is increasing their motivation in learning writing recount text. Next, 40% or 12 students are agree that their motivation in learning writing increases due to implementation of clustering technique. Some students said that it is make a difficult things about writing is gone. Writing is not

difficult anymore. They also stated that they dislike writing but after learning about clustering, they felt interesting to learn more about it. It is an interesting new way in learning writing. They said that they able to develop their ability in writing by using clustering technique.

Then, about 53,3% or 16 students are disagree that their motivation in learning writing increases due to implementation of clustering technique. Most of them said that they dislike writing and the clustering technique did not change their perception about writing. It also need more time to arrange the suitable first sentence to open the paragraph. Clustering technique also is not interesting for some students. Last, there are no students are strongly disagree that their motivation in learning writing increases due to implementation of clustering technique.

From those explanation, it can be conclude that the quantity of agree and disagree is almost the same. Half students in the class are agreeing that clustering technique increase their motivation in learning writing. They stated that because clustering technique is a new way in learning writing. It also changes their perception about writing which is usually difficult to be learned. On the other side, a half of student is the classes are disagreeing about the statement. They said that it is not increasing their motivation in learning because their ability in English is limit. They are difficult in developing their maps so it makes their perception about writing are still difficult.
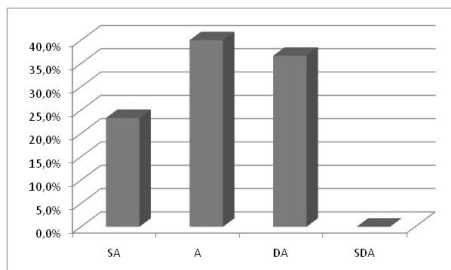
Chart 4.7Clustering Technique Is a Better Way to Learn Writing Recount Text (n=30, $\frac{Frequency}{n} \times 100\%$)

Chart 4.7 shows the result of data analysis of questionnaire with the students about their opinion in using clustering technique for writing recount text. The chart shows that there are 23,3% or 7 students are strongly agree that clustering technique is a better way to learn writing recount text. The students who strongly agree about the statement stated that it is a better way because the implementation is easy and it helps them to write a text. They also have more references in writing by doing drafting first. They can look to the main idea which already written on the draft. One of them said that it is easy and efficient to use clustering technique in writing recount text. Next, about 40% or 12 students are agreeing that clustering technique is a better way to learn writing recount text. They said that clustering technique is effective to be used in writing. they can find main idea easily and write it down on the draft as many as they can. After that, they can develop the main idea freely. They also stated that it is easy to be implemented. It is a better way to learn writing recount text.

Besides, 36,7% or 11 students are disagree that clustering technique is a better way to learn writing recount text. The amount of disagree students are almost the same with the students who agree about the statement. Most of them disagree with the statement because clustering technique is difficult to be used. They have difficulties in finding the correct main idea to be written on the draft. And then, they prefer to use general technique rather than clustering technique. It also use much time to make the draft first. One of them stated that she is better

to use their own way to write and believe that there are other ways to be used. Last, there are no students are strongly disagree that clustering technique is a better way to learn writing recount text.
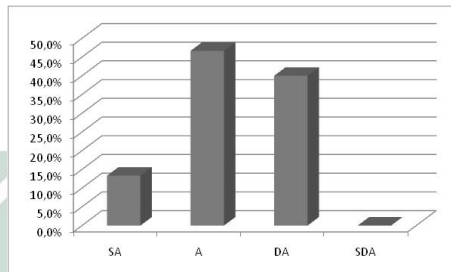

Chart 4.8 They Prefer To Use Clustering Technique in Writing Recount Text Than Usual Method (n=30, $\frac{Frequency}{n} \, x \, 100\%$)

Chart 4.8 shows the result of data analysis of questionnaire with the students about their interest to use clustering technique in writing recount text than usual method. The chart shows that there are 13,3% or 4 students are strongly agree that they prefer to use clustering technique in writing recount text than usual method. Clustering technique is an effective way to be used. It also makes the researcher more creative by using this technique. They can think freely about they are going to write. Next, there are 46,7% or 14 students are agree that they prefer to use clustering technique in writing recount text than usual method. It makes the recount text more arranged. They stated that if they write a text without arranging the mind map will be more difficult. They also excited to write with a new way. It also very exciting and easy to be understands.

Last, about 40% or 12 students are disagreeing that they prefer to use clustering technique in writing recount text than usual method. Most of them are prefer to use their usual method rather than clustering technique. One of them also state that it is difficult to be implemented. They are difficult to arrange the sentences. There are no students that strongly disagree that they prefer to use clustering technique in writing recount text than usual method.
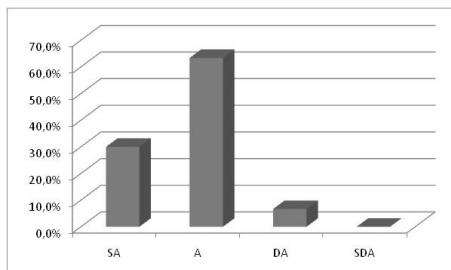
Chart 4.9 Clustering Technique Is Not Difficult To Be Implemented
(n=30, $\frac{Frequency}{n} x\ 100\%$)

Chart 4.9 shows the result of data analysis of questionnaire with the students about their difficulties in using clustering technique in writing recount text. The chart shows that there are 30% or 9 students are strongly agreed that clustering technique is not difficult to be implemented. They think it is not difficult because they only have to take the point of the text and then develop it. They are agreeing with the statement because they do not find any difficulties in using clustering technique. Next, 63,3% or 19 students are agree that clustering technique is not difficult to be implemented. Students feel that it is quite simple technique to be implemented. They also think that clustering technique is easier than other technique. On the other side, about 6,7% or 2 students are disagree that clustering technique is not difficult to be implemented. The first student said that it is difficult to be implemented in making the pattern. The second student stated that it is difficult because she has limitation in English. Last, there are no students that strongly disagree that clustering technique is not difficult to be implemented.

From those explanations, it can be seen that most of the students agree that clustering technique is not difficult to be implemented. Only two students who disagree about the statement. It is because their limitation in English and their difficulties in making a pattern.
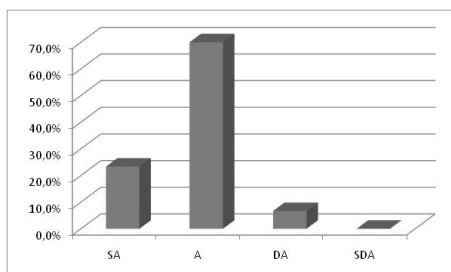
Chart 4.10 Clustering Technique Develops Their Idea in Writing Recount Text (n=30, $\frac{Frequency}{n} \, x \, 100\%$)

Chart 4.10 shows the result of data analysis of questionnaire with the students about how clustering technique develop their idea in writing recount text. The chart shows that there are 23,3% or 7 students are strongly agree that clustering technique develops their idea in writing recount text. They stated that clustering technique is helpful in writing recount text. It helps the text to be more arranged, clear and easy to be understood. They can explain the text easily because they know the main point of the text. They also can explore the idea freely. Then, about 70% or 21 students are agreeing that clustering technique develops their idea in writing recount text. So many students are agreeing about the statement. Their opinions about clustering technique in developing their ideas are different from one to another. One of the students said that he has difficulties in developing the idea. By using this technique, he felt easily to find and develop the idea. The idea can showing up if he makes the draft. He only have to make the word into sentences. It makes the text to be more wide and clear. The students think that clustering technique also can be used to other text. Next, there are only 6,7% or 2 students are disagree that clustering technique develops their idea in writing recount text. Both of them agree that clustering technique is still confusing to be used. They prefer to use usual method because they do not like writing since the first time. Last, there is no student that is strongly disagreeing that clustering technique develops their idea in writing recount text.

B. Discussion

Heaton states that writing skills are complex, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements.[72] He also states that one of the many and varied skills necessary for good writing is treatment of content: the ability to think creatively and develop thoughts and excluding all irrelevant information. To overcome the problem, clustering technique in the form of mapping is proposed to be applied in teaching writing. Hayes states through mind mapping students turn random thoughts into patterns that can be written down and developed.[73] Students become increasingly motivated to complete a writing task as their ideas emerge in organized form.

Significant difference in writing achievement were found between learners who received traditional writing that depended on the text books only and those who were trained to use clustering technique to brainstorm, generate and organize idea. This means that use of clustering technique proved to be a powerful way for improving students' ability to generate, visualize, and organize idea. It made the topic more structured. Learners were using clustering technique became faster and more efficient in generating and organizing ideas for the paragraph and were able to generate more detailed ideas than learners who did not use clustering technique. Moreover, the present study revealed positive effect of clustering technique on learners' attitudes towards clustering technique activity.

The subject' initial unfamiliarity with clustering technique is partially consistent with findings of a study by Farrand, Hussain, and Hennesy who found a limited but significant impact of clustering technique on memory recall in undergraduate students (a 10% increase over baseline for a 600-word text only) as compared to preferred study methods (a 60% increase over baseline)[74].

Since clustering technique was used with students in their first writing course in school, who were practicing writing in paragraph

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[72]Heaton, J.B. *Writing English Language Tests.* (New York: Longman, Inc 1988)

[73]Hayes, David A. *A Sourcebook of Interactive Methods for Teaching with text.* (United States of America 1992)

[74]Farrand,P, Hussain, F and Hennessy, E (2002) *The Efficacy of the Clustering Map Study Technique. Medical Education* 36, 5, 424-431

level only. Therefore, the present study recommended that as follow up study be conducted in the subsequent writing course to see whether the subjects are continuing to use the clustering technique in generating and organizing ideas. Use of clustering technique should be also extend to other advance level writing courses and other language courses such as reading, vocabulary mastery and grammar. When using the clustering technique, it is recommended that use it to construct clustering draft collaboratively. Jack and Steven found that students who collaboratively constructed concept map created significantly higher quality concept map than those who individually constructed concept maps indicating deeper conceptual understanding.[75]

Based on the result of questionnaire, students show positive response toward using clustering technique in writing recount text. Most of them said that using clustering technique can help them in writing recount text. It showed 63,3% or 19 students are agree that clustering technique is interesting. Based on their reasons, most of them said that the technique is more interesting than a general method. It was unique and it did not limit them to explore while drawing the circles. Then, 66,7% or 20 students are agree that clustering technique is enjoyable. Most of them said that they like the shape, it easy to be implemented and it is not monotonous. Next, about 63,3% or 19 are agree that learning writing recount text using clustering technique is easy. They felt easier to develop and sort the evidence which going to be written. Next, there are 60% or 18 students are agree that using clustering technique is effective for writing recount text. It makes them easier in finding the main idea for each paragraph. Then, 66,7% or 20 students agree that clustering technique is easy to be implemented. Next, there are 53,3% or 16 students are disagree that their motivation in learning writing increases due to implementation of clustering technique. Most of them said that they dislike writing and the clustering technique did not change their perception about writing. 40% or 12 students are agreeing that clustering technique is a better way to learn writing recount text. They said that clustering technique is effective to be

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[75]Berry, Jack W. And Chew, Stephen L (2008) *Improving Learning Through Interventions of Student-generated questions and concept maps.* Teaching Psychology, 35, 4, 305-312

used in writing. Next, 46,7% or 14 students are agree that that they prefer to use clustering technique in writing recount text than usual method. It makes the recount text more arranged. Then, 63,3% or 19 students are agree that clustering technique is not difficult to be implemented. Students feel that it is quite simple technique to be implemented. Last, 70% or 21 students are agreeing that clustering technique develops their idea in writing recount text. From the result, the researcher can conclude that more than half of students of X SIG class in SMAN 1 Gresik were agree that clustering technique is suitable based on its usefulness and the students' experience especially in writing recount text.

According to the Harvey and Smith, positive response is form of response, action, or attitude that shows or shows, accepts, acknowledges, approves, and performs the norms applicable where the individual is located.[76]So, in this case the response of students' is the positive reaction of students to the process of writing recount text by using clustering technique. In conclusion, the findings of the main data in the study was in line with the existing supporting data of interview which revealed the use of clustering technique to write recount text. It helps students to explore and organize the idea.

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[76]Harvvey and Smith (2009) *Educational Pscology, Theory and Practice* (Oxford:Elsevier Science.) p.67

CHAPTER V

CONCLUSION AND SUGGESTION

The final discussion of the whole process of this research is going to be concluded in this chapter. It is described about how can clustering technique be used to write recount text? And what are students' responses toward the use of Clustering Technique as a technique of teaching writing recount text? The findings of this study could really provide some benefit for the tenth grade students of SMAN 1 Gresik were also provided in this chapter.

A. Conclusion

Based on the finding and discussion mentioned in the previous chapter, the study shows that clustering technique can be used for teaching writing recount text tenth grade students in SMAN 1 Gresik. The conclusion of this study is shown as follow:

First, the use clustering technique in teaching writing recount text. In the preliminary research, it shows that most of the students' of X SIG class still have difficulties in writing in term of generating ideas, and organizing ideas into paragraph. By considering the fact that the students need improve their writing skill for some genre of the text especially in recount text, the researcher finally choose clustering technique as the English teacher recommendation. Here, the researcher used clustering technique in order to provide a supportive environment for students to produce recount writing.

After finding the problem, the researcher designing the correct step in using clustering technique in the research stage with the English teacher. The use of clustering in teaching recount text in this research based on the students problem are (1) introduce about the topic by showing picture, video or recording, (2) explore the students experiences about the topic by discussion, (3) mention as many as possible the word that students can mention related to the topic (4) arrange the map from the main idea to the top branch (5) starts writing by guiding the draft.

The main data required for this research were obtained through assessment of writing recount in clustering technique. There were two cycle in using clustering technique to the students. In the first cycle, some of the students did not pay attention and lazy if they didn't find some words what they are going to write. However, some

students seemed more focus and so motivated to make clustering technique. In the second cycle, more students paid attention on a new topic but some of them still too much asking so it took much time to spend. However, they can improve their writing in the task by writing the recount text with appropriate generic structure of recount text. It also can be proved by their score in their assessment that there is an increasing score in writing recount text by using clustering technique. The findings of this study showed that writing recount text using clustering technique could effectively to improve and motivate X SIG students of SMAN 1 Gresik.

Second, the student responses toward writing recount text by using clustering technique. The result of the questionnaire showed positive responses where from 30 students of X SIG SMAN 1 Gresik, 63,3 % or 19 students said that clustering technique is interesting. Next, 20 students or 66,7% students are agree that clustering technique is easy to be implemented. Then, about 70% or 21 students are agree that clustering technique develops their idea in writing recount text. It clearly shows that more than half of the subjects gave positive response with the implementation of the technique. The finding of questionnaire showed that using clustering technique can give positive impact for their interest and attitude in improving their writing recount text.

Therefore, it can be said that clustering technique good to be used in writing recount text to the students of X SIG class of SMAN 1 Gresik in academic year 2017/2018. It is showed from the improvement of students in doing each task in clustering technique and the result questionnaire that most of them show their positive response for using Clustering technique in writing recount text.

B. Suggestion

Based on the result of the research finding, the researcher would like to give some suggestion for the teacher, the students, and also the other researcher as follows:

The researcher suggests that the English teachers of tenth grade are suggested to be more creative and innovative in teaching writing. Then, they must keep on motivating their students to improve their writing such as giving students exercise in different atmosphere by using clustering technique. This technique will be more creative and interesting in teaching writing because students will feel comfortable and happy. Moreover, the English teachers of the tenth-grade

students of SMAN 1 Gresik are suggested to keep up this strategy practically for improving writing skill.

For the tenth-grade students of SMAN 1 Gresik, they are suggested to keep on motivating to improve their writing skill. Then, they should respect for the task given by the teacher so they can get the benefit from it. They should pay attention to the command of the teacher. In addition, the researcher expects that students can use clustering technique as a technique to improve their writing skill. Moreover, the students are also suggested to do more practice to write creatively in well structure and grammar to get significant improvement in writing skill.

For the other researchers who would conduct similar research, they are suggested to apply the technique in different level of the students because every school has different level of the students. The other researchers should be creative and innovative to modify the activities of the technique in using clustering technique in writing activity. The other researcher can take the strength of this technique and try to fix if there is a weakness of this technique so that this technique can be applied better than before.

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