

**THE EFFECTIVENESS OF CLUSTERING TECHNIQUE
ON WRITING RECOUNT TEXT AT SMPN 55 SURABAYA**

THESIS

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



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Dengan ini menyatakan dengan sesungguhnya bahwa tugas akhir (skripsi) yang berjudul "*The Effectiveness of Clustering Technique on Writing Recount Text at SMPN 55 Surabaya*" Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana pendidikan ini benar-benar merupakan karya saya, yang saya hasilkan melalui penelitian, pembimbingan, diskusi, dan pemaparan. Semua kutipan, baik yang langsung maupun yang tidak langsung, baik yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang biasa dilakukan dalam penulisan karya ilmiah. Dengan demikian, meski pembimbing dan tim penguji skripsi ini membutuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Demikian, harap pernyataan ini dapat digunakan seperlunya.

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ADVISOR APPROVAL SHEET

This thesis by Putra Wahyu Arizka entitled "*The Effectiveness of Clustering Technique on Writing Recount Text Ability at SMPN 55 Surabaya*" has been approved by thesis advisors for further approval by the board examiners.

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Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

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THE EFFECTIVENESS OF CLUSTERING TECHNIQUE ON WRITING RECOUNT

TEXT AT SMPN 55 SURABAYA

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Surabaya, 07 Agustus 2019

Penulis

(Putra Wahyu Arizka)
nama terang dan tanda tangan

- Step 1: Teacher explains about recount text, including the kinds of recount, schematic structures, and linguistic features.
- Step 2: Introduce the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate ideas when they started to write.
- Step 3: Teacher gives the students topic to discuss and leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students do not have to worry in generating ideas; it is free for them to organize their ideas as long as related to the topic given.
- Step 4: Ask students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.
- Step 5: After students are able to use clustering technique, ask them to make their own clustering and leads the students while they work to make clustering of the topic to make a personal recount text referred to their own experience. Give students an evaluation to check their ability in writing and to know their problems in writing.

The third relevant study is about *using Clustering Technique to Improve Students' Writing of Recount Text* By Abd. Salam. The objectives of the study are to know whether or not the clustering technique improves students' writing of recount text. The subject of this study was students of SMPN 2 Tarumajaya, Bekasi at the second grade. This grade contains 30 members of students. Based on the writer's observation in teaching learning process, the writer found some problems in the classroom activity primarily on writing recount text. The problems were the students didn't understand clearly what recount text was, how to identify generic structure of recount text, and the teacher had also less preparation in teaching recount text. This research was conducted in three cycles. To collect data, the writer used questionnaire to the students, observation to every cycle, and tests, based on the result this research, the implementation of clustering technique in teaching recount text had shown an improve. In the result of posttest 3, the writer gained 22 students or 73.3% who passed minimum score (KKM). In addition the mean of post questionnaire was 88.00, therefore the improvement was 49.67%. Based on these findings, it could be concluded that the implementation of clustering technique could improve students' writing ability of grade VIII-2 of SMPN 2 Tarumajaya Bekasi.

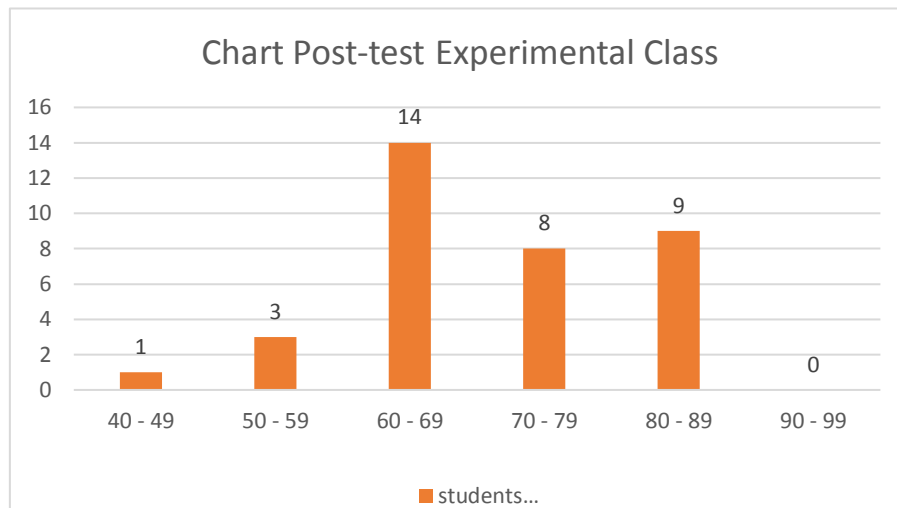
The fourth study is about "*Improving student' Ability in writing Descriptive Text Using Clustering Technique.*" by Fikri Fauzi Alawi. The objectives of the study are to know whether the clustering technique can improve students' ability in writing descriptive text and also to know how the clustering technique can improve students' ability in writing descriptive text. The subject of this study was eight year of MTs. Darul Ma'arif class which consists of 30 students in the 2010/2011 academic year. Based on writer's experience when he did the observation in MTs.

Darul Ma'arif Cipete, he found some problems, such as classroom activity is still passive, the students do not understand clearly about descriptive text, how to identify descriptive text, and how to describe persons, places and things in English writing. Besides, the teacher uses grammar translation method in teaching learning which made students felt bored. This study used two cycles because in the last of the research, using clustering technique in teaching descriptive writing can improve their writing ability. The students' response showed that they were very interested in learning writing subject, because they found it easier to write using clustering technique. Moreover, the students' achievement in the pretest and posttest showed an improvement. The student meaning preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. It mean that there were 15.2 points or 30 % of mean improvements from the students' score in preliminary study to the first cycle and there were 24.7 points or 49.8% of mean score improvement from the students' score preliminary study to the second cycle. From this result, the researcher concluded that teaching descriptive writing using clustering technique at eight grade of MTs. Darul Ma'arif Jakarta can improve their writing ability.

The last is written by Ismatul maula. She conducted a research on *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at Tenth Grade of SMA PGRI 56 Ciputat*. This research is aimed at finding out the implementation of the clustering technique in teaching writing of narrative text at tenth grade of SMA PGRI 56 Ciputat. It consists of (1) the teaching preparation made by the English, (2) the implementation of clustering technique in teaching writing of narrative text, (3) the instructional material used by SMA PGRI 56 Ciputat, and (4) students' achievement in writing of narrative text. This study is

Table 4.1: The Scores of students' Test in Experimental Class

Students' Number	Pre-Test	Post-Test	Gained Score
1.	50	65	15
2.	70	85	15
3.	60	70	10
4.	55	65	10
5.	45	45	0
6.	75	80	5
7.	45	60	15
8.	45	65	20
9.	60	65	5
10.	50	65	15
11.	45	55	10
12.	55	80	25
13.	45	55	10
14.	70	80	10
15.	45	65	20
16.	70	75	5
17.	60	75	15
18.	65	75	10
19.	45	60	15
20.	50	85	35
21.	40	70	30
22.	75	85	10
23.	60	60	0
24.	60	65	5
25.	70	80	10
26.	65	75	10
27.	65	85	20
28.	60	65	5
29.	65	80	15
30.	50	55	5
31.	60	65	5
32.	45	65	20
33.	50	75	25
34.	70	75	5
35.	55	65	10
Total (Σ)	1995	2435	440
Average(M)	57	69,57	12,57

Chart 4.2: Chart Post-test Experimental Class

Based on the table 4.3 and histogram chart 4.2 above, the results of calculations on the data after using the clustering technique (Posttest) frequency in the experimental class at the interval of Score between 40-49 are 1 students, Score 50-59 are 3 Students, Score 60-69 are 14 students, Score 70-79 are 8 students, score 80-89 are 9 student, and score 90-99 is 0 student.

Based on the table of pretest and posttest experimental class frequency score distribution, can be illustrated in the histogram in chart 4.3:

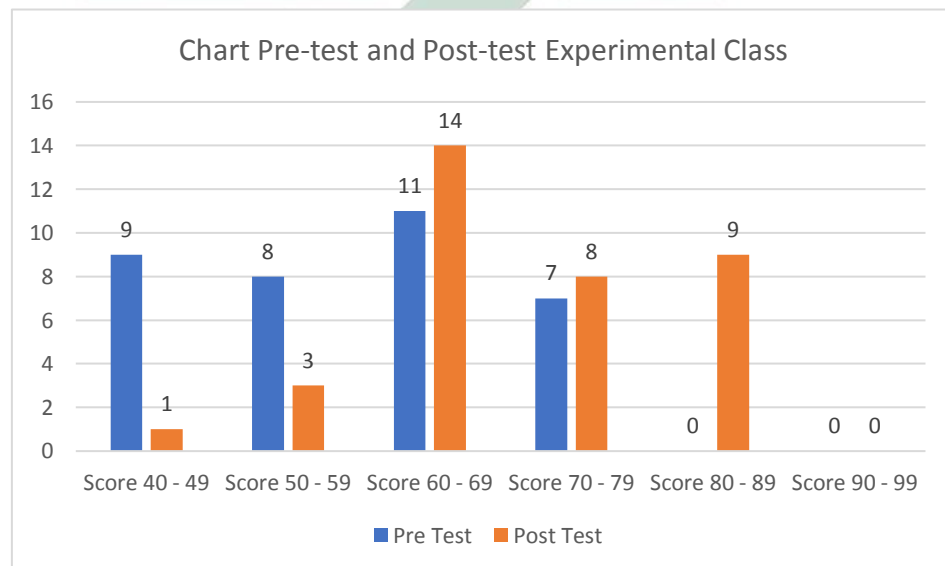
Chart 4.3: Chart Pretest and Posttest Experimental Class

Table 4.4: The Score of Students' Test in Control Class

Students' Number	Pre-Test	Post-Test	Gained Score
1.	45	45	0
2.	45	50	5
3.	75	85	10
4.	60	85	25
5.	50	50	0
6.	65	70	5
7.	50	50	0
8.	60	65	5
9.	50	65	15
10.	55	65	10
11.	75	85	10
12.	65	70	5
13.	55	75	20
14.	60	65	5
15.	50	55	5
16.	60	70	10
17.	45	65	20
18.	65	70	5
19.	65	70	5
20.	60	65	5
21.	60	70	10
22.	65	70	5
23.	50	75	25
24.	65	70	5
25.	55	80	25
26.	55	65	10
27.	50	65	15
28.	45	70	25
29.	60	70	10
30.	45	55	10
31.	70	85	15
32.	50	55	5
33.	70	70	0
34.	45	45	0
35.	50	70	20
Total (Σ)	1990	2335	345
Average(M)	56,85	66,71	9,86

Table 4.7:

The result of calculation of the test both Experimental class (X) and control class (Y)

Students Number	X	Y	x	y	x^2	y^2
1	15	0	2,43	-9,86	5,90	97,22
2	15	5	2,43	-4,86	5,9049	23,6196
3	10	10	-2,57	0,14	6,6049	0,0196
4	10	25	-2,57	15,14	6,6049	229,2196
5	0	0	-12,57	-9,86	158,0049	97,2196
6	5	5	-7,57	-4,86	57,3049	23,6196
7	15	0	2,43	-9,86	5,9049	97,2196
8	20	5	7,43	-4,86	55,2049	23,6196
9	5	15	-7,57	5,14	57,3049	26,4196
10	15	10	2,43	0,14	5,9049	0,0196
11	10	10	-2,57	0,14	6,6049	0,0196
12	25	5	12,43	-4,86	154,5049	23,6196
13	10	20	-2,57	10,14	6,6049	102,8196
14	10	5	-2,57	-4,86	6,6049	23,6196
15	20	5	7,43	-4,86	55,2049	23,6196
16	5	10	-7,57	0,14	57,3049	0,0196
17	15	20	2,43	10,14	5,9049	102,8196
18	10	5	-2,57	-4,86	6,6049	23,6196
19	15	5	2,43	-4,86	5,9049	23,6196
20	35	5	22,43	-4,86	503,1049	23,6196
21	30	10	17,43	0,14	303,8049	0,0196
22	10	5	-2,57	-4,86	6,6049	23,6196
23	0	25	-12,57	15,14	158,0049	229,2196
24	5	5	-7,57	-4,86	57,3049	23,6196
25	10	25	-2,57	15,14	6,6049	229,2196
26	10	10	-2,57	0,14	6,6049	0,0196
27	20	15	7,43	5,14	55,2049	26,4196
28	5	25	-7,57	15,14	57,3049	229,2196
29	15	10	2,43	0,14	5,9049	0,0196
30	5	10	-7,57	0,14	57,3049	0,0196
31	5	15	-7,57	5,14	57,3049	26,4196
32	20	5	7,43	-4,86	55,2049	23,6196
33	25	0	12,43	-9,86	154,5049	97,2196
34	5	0	-7,57	-9,86	57,3049	97,2196
35	10	25	-2,57	15,14	6,6049	229,2196
Total					2218,57	2200,69
Average (M)	12,57	9,86			63,39	62,88

responses toward using clustering technique and picture series technique in writing recount text.

From the students' pre-test and post-test, the researcher got a whole description about students writing skill in recount text before and after treatment. In addition, the researcher also got a description of students gained scores both in the experimental and control groups.

Further, as resulted on the above analysis, the t-observation score is 1.42 is lower that t-table score is 2.00 It means that the Null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. The followings are the Null and Alternative hypothesis of this study:

- a. Alternative hypothesis (H_a): Teaching recount text writing using clustering technique is not effective to eight grade of SMPN 55 Surabaya
- b. Null Hypothesis (H_0): Teaching recount text writing using clustering technique is effective to eight grade of SMPN 55 Surabaya.

This study is rejected hypothesis which the teaching recount text using clustering technique is not effective to the eight grade students of SMPN 55 Surabaya. Different from previous study, "*The effectiveness of clustering technique in teaching writing at Mts Raudlatul Ulum*" by Dwi Wahyu on 2012. Her research show that clustering technique is effective for teaching writing at MTs or Junir High School level.

students writing recount text without clustering technique. the second meeting the students writing recount text with clustering technique. based on the result, the mean first meeting writing recount text without technique is 57. And average score in the second meeting the students writing recount text with clustering technique is 69,57. It can be concluded that there are an increase 12% in score writing recount text before used technique 57 and after use clustering technique to 69,57.

2. Students' Score of Control Class

From the control class, the researcher did the writing recount text test with picture series to 35 students 8E class as Control class from SMPN 55 Surabaya. The test were conducted two meeting too, first meeting the students writing recount text with technique each students has. And the second meeting, the students writing recount text with picture series technique. based on the result, the mean first meeting writing recount text without technique is 56,85. And average score in second meeting the students writing recount text with picture series technique is 66,71. It can be conducted that there are an increase 10% in score writing recount text before used technique 56,85 and after use picture series technique to 66,71.

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