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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ABSTRACT

Arizka, Putra Wahyu (2019). *The Effectiveness Of Clustering Technique On Writing Recount Text At SMPN 55 Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, University of UIN Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed, Gred, Dip. Tesol. Advisor II: Rakhmawati, M. Pd.

Key Word: Effectiveness, Clustering Technique, Recount Text

Among the skills of English Lesson, writing is the most difficult one. Some people are good in speaking English, but they may face difficulties in writing on a paper. Writing requires many aspects, such as; background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. In writing, students would face several problems such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. The same thing happens to students of eighth grade SMPN 55 Surabaya. 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 researcher tries to use of clustering technique to teach the students to writing recount text and it is not 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 eighth grade students in SMPN 55 Surabaya. The research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMPN 55 Surabaya in doing this research. This study was conducted by following Kurt Lewin model of planning, acting, observing, and reflecting procedure. The data were gathered through Observation, test with pretest and posttest. The results of the study show that by doing clustering technique is not effective, the students' ability in writing recount text improve just 2% in average from experimental class and control class. It can be proved from the increasing score in writing recount text. And this technique will be effective if the average from students score increase from 2% to 5%.

ABSTRAK

Arizka, Putra Wahyu (2019). *The Effectiveness Of Clustering Technique On Writing Recount Text At SMPN 55 Surabaya*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negri Sunan Ampel Surabaya. pembimbing I: Drs. Muhtarom, M.Ed, Gred, Dip. Tesol. pembimbing II: Rakhmawati.M. Pd.

Kata Kunci: Effectiveness, Clustering Technique, Recount Text

Di antara keterampilan Pelajaran Bahasa Inggris, menulis adalah yang paling sulit. Beberapa orang pandai berbicara bahasa Inggris, tetapi mereka mungkin menghadapi kesulitan dalam menulis di atas kertas. Menulis membutuhkan banyak aspek, seperti; latar belakang pengetahuan, kosa kata, ejaan, tata bahasa, tanda baca, koherensi, dll. Dalam menulis, siswa akan menghadapi beberapa masalah seperti; perbendaharaan kata yang terbatas, kesulitan dalam mengorganisir ide, tidak ada ide untuk ditulis, tidak ada motivasi untuk menulis dan kurangnya kepercayaan pada tata bahasa. Hal yang sama terjadi pada siswa kelas delapan SMPN 55 Surabaya. Mengacu pada masalah-masalah itu, teknik mengajar diperlukan dalam proses belajar mengajar untuk membuat kegiatan belajar mengajar lebih menyenangkan dan menarik. Di sini, peneliti mencoba menggunakan teknik pengelompokan untuk mengajar siswa menulis teks recount dan itu bukan teknik yang efektif dalam membantu siswa untuk mendapatkan ide dalam menulis. Tujuan dari penelitian ini adalah untuk mendeskripsikan dan mengetahui penggunaan teknik clustering dalam menulis teks recount pada siswa kelas delapan di SMPN 55 Surabaya. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas kolaboratif. Artinya penulis berkolaborasi dengan guru Bahasa Inggris SMPN 55 Surabaya dalam melakukan penelitian ini. Penelitian ini dilakukan dengan mengikuti model perencanaan, tindakan, mengamati, dan mencerminkan prosedur Kurt Lewin. Data dikumpulkan melalui Observasi, tes dengan pretest dan posttest. Hasil penelitian menunjukkan bahwa dengan melakukan teknik clustering tidak efektif, kemampuan siswa dalam menulis teks recount meningkat hanya 2% rata-rata dari kelas eksperimen dan kelas kontrol. Hal itu dapat dibuktikan dari meningkatnya skor dalam penulisan teks recount. Dan teknik ini akan efektif jika rata-rata dari skor siswa meningkat dari 2% menjadi 5%.

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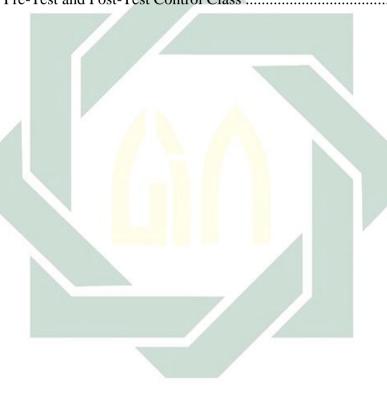
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CHAPTER I

INTRODUCTION

This is first chapter provide about the reason why the researcher conducts the study. It also states the research question, the objective of the study, the scope and limitation of the study, and the significance of the study. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of Research

In this modern era, Learning English is very important. Learning English has become an international communicating language, which is used bymost communities in the world. In fact, the number of second and foreign-language speakers of English has exceeded the native speakers and English has gained a lingua franca status in different fields. Richards, Jack C, and Rodgers, Theodore S. states, "Latin was most widely studying as foreign language five hundred years ago. However, English has become the most widely studied foreign language today." Thus, in a way to communicate with people from other countries, we should be mastering English, as it becomes the global lingua franca.

In learning English, there are some skills for the student have to develop, for example: writing, speaking, reading and listening. When students' success in developing their writing, reading, speaking and listening, it will make them to easier to get information or to do a conversation with the other people from

¹Crystal, D. (2003). *English as a Global Language*, (Cambridge: Cambridge University Press, January 2003), p. 192-201

² Richard, Jack C and Rodgers, Theodore S. (1986). *Approach and Methode in Language Teaching*, (New York: Cambridge University Press, 1986), p.1

different backgrounds and different countries. In other words, by mastering English either actively or passively, we can grasp this world, not only in the business world but also in education. From the four skills in English language skills that must be mastered, the researcher discusses writing skills, especially education writing skill at SMPN 55 Surabaya, East Java, Indonesia.

In Asia, Indonesia and Malaysia have the same as making the English language as the foreign language³, but according to *Scimago Journal Ranking*, in the field of writing scientific papers for publication in international journals, Indonesia is ranked 35th in below after Singapore (31st), and Malaysia (23rd) in the publication of scientific works even though the number of universities and the population of Indonesia is far greatest than the number of universities and residents in these countries.⁴ Indonesia is far below Malaysia with twelve ranks. It means Indonesia people have low motivation to write.

In general, English is consists of four skills including listening, speaking, reading and writing. Those aspects should be learned thoroughly by the students. It can be categorized into receptive skills and productive skills.

Some people are good in speaking English, but they may face difficulties in writing on a paper. Masiello stated that Writing is activities that need a lot of effort

³ Panggabean, H., (2015) *Problematic Approach to English Learning and Teaching: A Case in Indonesia*. English Language Teaching. (Canada: Canadian Center of Science and Education)

⁴ Scimago Lab. (2017). *Country Rankings*. (S. Lab, Editor) Retrieved September 19, 2018, from Scimago Journal & Country Rank: https://www.scimagojr.com/countryrank.php?year=2017

and it is a complex skill.⁵ Writing requires many aspects, such as grammar, background knowledge, punction coherence, spelling, vocabulary etc. Several problems such as limited vocabularies, difficult to build the ideas, have no ideas, have no motivation to write and lack of confidence in grammar faced by students in writing process. The outcome can be seen in the final scores. To overcome the problem of writing skills in many schools, a technique that can improve students' scoresis needed.

The one techniques applied is clustering, it is a prewriting activity that enriches ideas before students start writing. Smalley,Regina L. and Ruetten, Mark K. said that in clustering, we try to do visual mapping of the ideas in our head. It means that students must have and arrange the ideas they want to write, before starting writing activities. And then Sedley said lots of complaints from students in general complained that their English teacher didn't have anything to write about. Whereas, they will have a lot of things come up to write about. It means that What we really need in writing is not 'something to write about', but some inspirations that will help us write some resources around us into a piece of paper. Developing ideas to make a composition in writing may cause a problem. In this case, students need more attention from the teacher in a pre-writing activity. Pre-writing activity is going to solve the stuck of ideas which make the writing process goes slowly.

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⁵ Masiello, Leo. (1986). Writing in Action, (New York: Macmillan Publishing Company, 1986), p.1

⁶ Regina L. Smalley and Mark K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Company. 4th edition), p.10

⁷ Dorothy Sedley, College Writer's Book, (Ohio: Charles E. Merrill Publishing Company, 1981), p. 1

In junior high school, students are learning two kinds of writing activity; narrative text and recount text. Both of texts are involving past events, besides they do have similarities and dissimilarities. The narrative text tells a story and entertains the reader, such as a novel. While recount text is a text that retells past events, it provides a description of what occurred and when it occurred. Junior high school students are emphasized in personal recount text.

"Personal recount text usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events. It presents the events chronologically (in order in which they happened). The purpose of a personal recount are to inform, entertain the audience (listener or reader), or both". Nevertheless, the basic differentiation between narrative and recount is the purpose, a recount is more emphasize to entertain and to inform the reader.

There have been some of studies discuss about clustering technique and recount text, in connection with teaching and learning writing. The first is, "Improving Students' Skills in Recount Text by Using a Picture Series" by Helmi, Farid. The researcher focuses on the improvement of students' skill in writing recount text. Another title is "Using Clustering Technique to Explore the Ideas in Writing Descriptive Text" by Rega Ginyang Girana Zetira, which focuses on how the clustering technique implemented to explore the ideas of descriptive text. And

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⁸ Mukarto, Sujamitko, Josephine Sri Murwani and Widya Kiswara, *English on Sky SMP Book VIII*, (Jakarta: Penerbit Erlangga, 2007), p.62

the last is "The Effectiveness of Clustering Technique in Teaching writing at the Eight Grade of Mts Raudlatul Ulum" by Dwi Wahyu Ulum. The researcher shows the effectiveness of clustering technique in teaching writing for junior high school student.

Different from the previous studies, this study combining several aspects of research, such as the clustering technique as a method, recount text as material and students of SMPN 55 Surabaya as the students' subject for writing skill research. Based on preliminary research, the researcher found that students did not understand clearly and how to identify the generic structure of recount text is. because in the process of learning recount text in class, the teacher does not use a technique to write recount text. Furthermore, in teaching recount text, the teacher has provided minimal preparation. Moreover, SMPN 55 Surabaya area is quite close from the researcher's house, so it is a reason for the researcher to conduct the research.

B. Research question

Based on the research background mentioned above, the researcher formulates a research question to guide this research. "Is the clustering technique effective on students for writing recount text at the eighth-grade students at SMPN 55 Surabaya in the academic year 2018/2019?"

C. Objective of research

Based on the research question, the objective of this study is to investigate the effectiveness of clustering technique on process writing Recount for eight-grade at SMPN 55 Surabaya.

D. Significant of research

The significance of the study is expected not only for the writer, but also to give a contribution to the teachers, students and also the reader. This study can show one of alternative ways of teaching writing skills for eighth grade in junior high school that may help both teacher and student in the learning process.

1. For the teacher, the result of this study can be used the information for the teacher to reflect their method about how to learning to write Recount text with the clustering technique. Cooper and Axelord say that "Clustering is an invention activity which reveals possible relations among facts and ideas". The advantage when teacher use clustering technique in teaching writing recount text is, the teacher explain to students about writing recount text with step by step. Thus, the creativity of the teacher can be applied in teaching learning process, so that the writing English lesson can be more interesting and effective.

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⁹ Rise B Axelord and Charles R. Cooper, *The St. Martin's Guide To Writing*, (New York: St. Martin's Inc, 1985), p. 461

2. For students, they can easy to understand that recount text has a generic structure section (Orientation, events, reorientation). Afterward, there are several types in a recount, such as personal recount, factual recount, and imaginative recount. But in this research, the researcher just provides about the personal recount and then retells about their personal recount with orientation, events, and reorientation as part of recount text with the clustering technique, so the students become to understand that it will be easier to make Recount text with a clustering technique.

E. Scope and limitation

The scope of this research is study about Definition of recount text, purpose of recount text and generic structure of recount text. And then students doing task pretest and post-test to retell personal experience with theme personal recount using clustering technique. The researcher chooses 8D class and 8E class students from SMPN 55 Surabaya as part of the research here. For the final results, the researcher compared the final score between the 8D class as the experimental class using Clustering technique and 8E class as the control class to determine is the effective or not when writing Recount text especially personal recount text used clustering technique

F. Definition of key term

1. Clustering Technique

Clustering technique is a way of tricking the left brain into silence and using the right-brain to come up with our own unique overview of a subject.¹⁰ It is a technique that provides as an alternative way for researchers to do brainstorming before starting to write. In this study, the clustering technique will be an important variable that used as a new technique in teaching and learning at SMPN 55 Surabaya.

2. Writing

Writing is a process of transforming the ideas into written form, to inform or communicate with the reader. Hyland supported that "writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic." It means that writing is the activity of the class to encourage the students' in competence and writing. So it is one of the skills that must be learned.

3. Recount Text

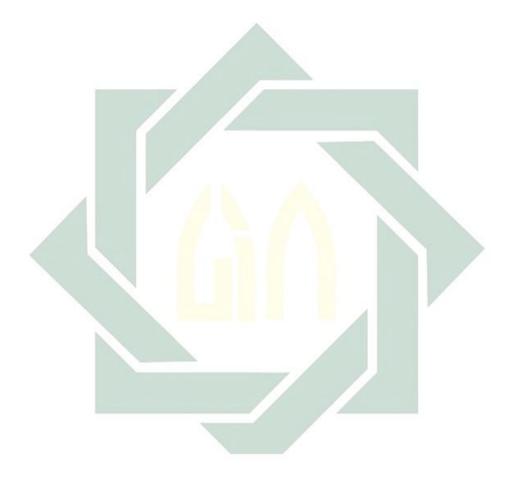
Recount text is a kind of genre text, containing about retell events to inform or entertain.¹² It means a recount text tells about something that happened in the past chronologically. Recount text is a genre text retelling pas event developed

¹⁰ Gabrielle Lusser Rico, "Pre-Writing: Clustering" from http://exchanges.state.gov/forum/journal, p. 1

¹¹ Ken Hyland, Second Language Writing, (cambridge: cambridge university press, 2003), p.30

¹² Rudi Hartno, S.S., M.Pd, *Genres of text*, (english department faculty of language and Art, Semarang State University, 2005), p.6

using the clustering technique in this research. So, in this research, students make a personal recount text according to self-experience in holiday, used clustering technique.



CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Literature review

1. Writing

a. Definition of Writing

Based on 2013 Curriculum about basic of standard competencies, English is one of the supplementary subjects that has been learnt by the students in senior high school, and also since they were elementary school. Moreover, in learning English, there are 4 skills that has been learnt by students. Those are Writing, Speaking, Listening, and Reading. Writing skill is the hardest skill than other skills. Writing is a process. It means that there are some steps which have to do when to start writing. Firstly, Students have to decide on the topic what the students want to write. Then, writers explore the topic by reading, listening, and so on that can help the writer build the idea. Thirdly, creating the main idea of the topic. Then, students write the draft. The last students have to consider the content, style, mechanics, structure, and so on to make the best draft.

b. Aspects of writing

¹³ "Kurikulum 2013". Kementrian Pendidikan Dan Kebudayaan. Desember 2012

¹⁴ Eggenschwller, jean, and Biggs, Emlly Dotson. "Writing: Grammar, Usage, and Style". Hungry Minds, New York, 2001 p. 134

Starting to write a paper, a writer has some aspects that have to consider. A writer can write what they want to say. But a writer has to know that many people will read the paper. Therefore, before starting to write a paper, a writer has to know what the purpose of the text is, and also who the readers are.

c. Writing Skill

Writing skill is one of the productive skill, which representative of our idea, feeling, thought to arrange in words and sentences using hands, eyes, and brain for creating it. Thus, By the written we can express our emotional, thought and everything that we can write which has a purpose. In addition, the aim of writing is to give information to the reader. In writing skill, there are several aspects that can influence the students' writing performance. There are two aspects; the firsts aspect comes from the external sides, such as; the teacher's strategy in teaching, lack of book references, and lack of facilitation in the learning process. The second aspects comes from the internal side, such as; the lack of practice in writing. As the English foreign learner, students need more practice in writing to create the good writing products. It is the important point for the teacher to create the writing strategy to help students in the writing process and give them time for more practice.

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¹⁵ Raimes, A. "Techniques in Teaching Writing". New York: Oxford.1983 p.3-4

¹⁶ Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents. Vermont: Pro Lingua", 2001.

¹⁷ Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents. Vermont: Pro Lingua", 2001.

¹⁸ *Ibid.*,

2. Recount Text

a. Definition of Recount Text

Recount text is a kind of written texts that was taught by the teacher in the junior high school. Recount text is the one of text types which retells past events for the purpose of informing or entertaining. While according to Anderson, a recount is apiece, a recount is a piece of text that retells past events, usually in the other in which they happened. Thus, special features of recount text could be found in its sequence of events which retell past events chronologically.

A recount reconstructs past event in the time in order in which they occurred.²¹ It means in details, that recount involves what happened, who was involved, where it took place, when it happened and why it happened. As mention above, recount is use to retell about an event that has occurred in the past. Therefore, recount is always written in the past tense. It is important that the writer have to 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.²² Language used is becoming awareness in writing in order to give clearness and understanding for the reader. Further, when writing recount, we also should concern on the sequence of the events that can be more developed, shortened or omitted.²³

¹⁹ "Kurikulum 2013". Kementrian Pendidikan Dan Kebudayaan. Desember 2012

²⁰ Mark and Karhy Anderson, op. Cit., p. 50

²¹ Joko Priyana, et al, *Scaffolding English For Junior High School Student grade VIII*: (Pusat Perbukuan Nasional, 2008), p.69.

²² Targeting Text: Recount, Procedure, Exposition Middle Primary, (Sydney: Blake Education, 2011), p.4

²³ *Ibid.*, p.4.

recount is a part of the text types that most of all the text type which is consist of grammar of speech.²⁴ We have already known that recount has sequence of event that should be concern. Therefore, we supposed to see a common action verb and temporal connectives in the recount.

From some definition above, we can conclude that recount use a way to retelling the past events or describing an experience in the chronological order. Because of this text retell something that happened in the past, the tense that used in this text is past tense. Then, language used and sequence are the important part in writing recount for the writer in order to avoid misunderstanding between the writer and the reader.

b. Purpose of Recount Text

According to Haylad, the purpose of recount is to reconstruct past experiences by retelling events in original sequence.²⁵ The other purpose of recount text is to tell or amuse the reader or audience. It is line with Artono Wardiman in his book *English in Focus* who stated that the social function of recount text is to give the audience a description of what occurred and when it occurred and to retell events for the purpose of informing and entertaining.²⁶ From that purpose, means that recount is not only retell the past activities that happened, but to inform the reader about some information that happened. For example, retell the fact about disaster that happened like in the newspaper or magazine. Then the

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²⁴ Peter Knpa & Megan Walkins, *Genre, text, grammar Technologies for teaching and assessing writing*. (Sydney: University of South wales, 2005) p.228.

²⁵ Ken Hyland, Second Language Writing, (cambridge: cambridge university press, 2003), p.30

²⁶ Artono Wardiman, et al, *English in Focus for Grade VIII Junior High School* (SMP/Mts), (Jakarta: Pusat Pembukuan Departement Pendidikan Nasional, 2008), p.124.

purpose of recount also to entertain means that the recount text expected to amuse the reader about the text that has written.

Utami Widiyati also supported that the social function of recount text retells events for the purpose of informing and entertaining.²⁷ It means recount is a way of retelling an important event or describing an experience that we have had to other for some reason or purpose. So that recount can really help people to imagine what an experience was like, so use lots of descriptive words and phrases to make it seem like the reader is there with the writer.

c. Type of Recount Text

As mentioned before, recount text is a text that retell someone activity or experience in the past. The purpose of recount text is a recount reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way.²⁸

In other word, the purpose of recount text is to inform and also to entertain the reader. In recount text, there are three types of recount text: Personal Recount, Factual Recount, and imaginative Recount.²⁹ Below are the types of recount text:

²⁹ in an article from "English online by the tilte recount",

²⁷ Widiyati, Utami, et al. *Contextual and teaching Learning Bahasa Inggris Kelas VIII*, (jakarta: Pusat Pembukuan Nasional 2008), p.9.

²⁸ John Barwick, *Targetting text*, (Blake education: 1998), p.4.

http://englishonline.tki.org.nz/English-Online/Planning-for-my-studentsneeds/Resources-research-and-professional-support/Features-of-textforms/Recounts, accessed on april 13, 2018

1) Personal Recount

Personal recount is retelling an event that the writer has experienced. Before by his or her self. It means that the writer actively involved doing the actions. The purpose of personal recount is may be used to communicate or to build the relationship between the writer and the reader. The examples of this personal recount are: diary, personal letter, and biography or autobiography.

2) Factual Recount

Factual recount is a text that record a specific incident already happen, records the details of an event by reconstructing some factual information. The purpose of factual recount is to inform the factual information or events, the example of this factual recount are: traffic report, a science experiment, police report of an accident, news story, eyewitness, news report, speech, and historical events.

3) Imaginative Recount

Imaginative recount is a kind of recount text which retell 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. Later, the imaginative recount also places the imaginary roles and details in a realistic context. It is different with narrative that does not apply factual knowledge and does not place the imaginary role and details in a realistic context. The imaginative recount is usually made for the purpose of educating, for example textbook, besides

the narrative is usually made for entertaining the reader in imaginative context, for example fable, fairy tale and mythos.

Additionally, there are three parts generic structure in recount text, consists of Orienrarion, Events and the last is Reorientation.³⁰ The first parts, background information of the text or we call orientation. In this part, it provides the general information such as introduction the event or experience, what the event is, when it occurs, where it occurs. The second part, events or we can say climax. In this part, we explain and describe the event in the chronological sequence. The students should write the details information about the events. The last part, re-orientation or conclusion, we close the text with providing the author's comments and opinion. In the writing recount text, it is usually written in the past tense.

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³⁰ In an article from "English online by the tilte recount", http://englishonline.tki.org.nz/English-Online/Planning-for-my-studentsneeds/Resources-research-and-professional-support/Features-of-textforms/Recounts, accessed on april 13, 2018

Table 2.1: Type of Recount Text³¹

	Personal Recount	Factual Recount	Imaginative
			Recount
Audience	Child or Adult	Child or Adult	Child or Adult
Tense	Past tense sentence	Past tense sentence	Past tense sentence
Language	Often focuses on	The focus is on using	Often includes
	adding personal	evaluative language	imagined personal
	and emotive	(e.g. importance,	responses.
	responses.	significance, influence,	
		achievement)	
First and	Written in first	Written in third person	Written in the first
third	person using	using pronouns (he, she,	person (I, We)
person	personal pronouns	and they). It may be	
	(I, We)	written in the passive	
	1/1 1/1	voice.	
Addition	Interesting ideas	Precise retelling assists	Imaginative details
of details	may be chosen to	readers to accurately	may be added to
	add some humor	reconstruct what	the tale that has
		happened. Appropriate	been written in a
		explanations and	realistic setting.
		justifications may be	
		included. Sometimes in	
		an experiment the	
		outcome of the activity	
		is explained.	
Series of	Sequenced details	Precise details of time,	Sequenced details
event	of who, what,	place and manner are	of who, what,
	when, where and	added.	when, and where
	why (sometimes)		are included.
	are included.		

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

³¹ Ibid.

recount, and imaginative recount. Each type had different purpose or function. The purpose are like: to inform and to entertain in personal recount; just to inform the factual information in factual recount; and retell the imaginative story to entertain the reader is the purpose of imaginative recount.

d. Schematic Structure of Recount Text

To good in writing recount text, there are some schematic structure that the writer should know in order to make the coherence to each paragraph. The schematic structure of recount text consists of three parts, namely orientation, sequence of event and reorientation. The further explanation is as follows:³²

1) Orientation

In orientation, it provides the setting and introduces the participants about the text. It told the reader who was involved, what happened, where this event took place, and when it happened. And location for orientation in the first paragraft. For example

On February 8th, 2016, I thought this would be a great holiday		
for me because that was The Chinese New Year holiday. I didn't		
celebrate the Chinese New Year as I'm not Chinese but I guessed that it		
was a good time for me to (First Pragraft)		
(NC) III C (N		
(Middle of paragraft)		
•		
(The last of paragraft)		

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³² *Ibid.*,

2) Events

This part tells what happened in sequence. It gives more information about the story and give the details of what, who, where, and when. Then, this part also tells how the characters are a personal recount, factual recount, or imaginative recount react to the complication. It includes their feelings and what they do. The event can be told in chronological order (the order in which they happen) use conjunction or connectives like: first, next, then, finally, and so on. The audience is given the narrators' point of view. And the location "the events" in middle of paragraft. For example

•••••••••••
(First of pragraft)
. First, like an ordinary daughter, I had to get up early morning to
help my mother, of course after I prayed. Then I did the dishes, cleaned
up my room, and did my bed. I was really in danger if my mom knew
that my room was messy. So, I made it as soon as possible. After
finishing everything, my aunts called me in the afternoon. I did not meet
them for a long time so we kept for hours to talk about some up to date
gossips. Not long after that, my neighbor(Middle of paragraft)
(The last of paragraft).

3) Reorientation

Reorientation is a conclusion of the events or the end of the story.³³ Sometimes, it is also describe the writer opinion about the events, but this just optional. And location "reoirentation" in the last paragraft. For example

(First of pragraft)

. First, like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor..........(Middle of paragraft)

(The last of paragraft).

e. The language Feature of Recount Text

Besides the generic structure of recount text, the writer also should know about the language features that used in recount text. Because language feature of the text is the essential part in writing text. Language feature also can use for identifying what kind of the text is.

according to Mark Anderson and Kathy Anderson, there are four language features in recount text, they are:³⁴

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³³ Mark and Kathy Anderson, text type (South Yara: Macmilan Education, 2005), P.50.

³⁴ *Ibid.*, p.50

1) Proper Noun

Proper noun in recount text is used to identify who are those involved in the text.

2) Descriptive words

Those words are used to give a detail about what, when, where, and how. The descriptive words are usually use adjective that used to describe the noun or personal attitude, example: happy, wonderful curious, fun, etc.

3) The Use of The Past Tense

Recount text is a text that retell someone experience and of course it uses simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.

4) Sequence Maker

Sequence maker means words that show the order of events.

For example: next, first, then.

In addition, Pardiyono added the explanation more detail; about the language features are use in recount text. The detail of language features of recount text are:³⁵

1) Active and Passive

The decision of whether to use active or passive is much influenced by the writer's orientation in expressing ideas. Example: Yogyakarta is well known as 'Kota Gudeg'. Using passive verb is more appropriate to be used than se "Yogyakarta is well known as Kota gudeg".

³⁵ Pardiyono, pasti bisa *teaching genre based writing*.(Yogyakarta: C.V Andi offset,2007),p.76-81.

2) Past Tense

Past form 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 event are reposted in sequence with the use of number of conjunction and sequence marker. example:

Present verb

- Think

- Thought

- Leave

- Left

3) Past Continuous Tense

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

4) 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.

Example:

- a) Adverbial phrase showing time: Last month, early morning, last week, etc.
- b) Adverbial clause showing time: soon after the school exam was over, before finally we decided to back to Solo, etc.
- Adverbial clause showing reason: because we thought that place was nice and the people were friendly.
- 5) Verb of 'being' and 'having'.

Verb being 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

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

6) Verb Patterns.

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

a) Verb + to verb

Within one sentence, if a verb is followed by another verb, the later should be with 'to infinitive'.

Example: Ken decided to give his mom and dad a call.

b) Adjective + to verb

Should an adjective is to be followed by a verb; the verb takes the form of 'to infinitive'.

Example: He was very nice to help.

c) Intransitive verb + adjective

Intransitive verb is very common to be followed by adjective, besides adverb.

Example: He **felt very sad**.

7) Connecting words and conjunction.

The connecting words are used to sequence events that happened. Then, the conjunction in recount text used for combines clauses. Connecting words: e.g. first, second, then, the last, finally, etc. Conjunction: e.g. when, then, and, but.

8) Uses reported speech.

e.g. Mrs. Sheira said that the accident was causing the traffic.

f. Process Writing Recount text

Oshima and Hogue stated there are six steps of writing a good composition, they are.³⁶

1) STEP 1 (Pre-write to Get Ideas)

This step was the first step of writing recount text that have to be done by the writer is trying to understand what are going to be written by using clustering technique. By using clustering technique in prewriting, the writer gets easier to brainstorm in order to collect their ideas.

2) STEP 2 (Organize the Ideas)

The second step is organizing the ideas. In this step, the writer develops the ideas that the writer got from the first step by selecting, eliminating and adding. In this step the writer also put the events into time order by choose the part of the clustering diagram that has the best ideas and ignore the parts that are not related to the topic.

3) STEP 3 (Write the Rough Draft)

In this step is writing a rough draft. This rough draft is a development from the second step. There are three important things that the writer should do in writing a rough draft: The first writer has to start the paragraph with a sentence that tells what event or experience that the writer is going to write about. (example: The most memorable vacation I ever took was a bicycle trip across Canada.) Second, the writer has to use time order to organize the composition. Then, the writer also has to use the time

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³⁶ Alice Oshima and Ann Hogue, *Introduction to acaemic Writing*, (Longman: Addison Wesley Longman, 1997), pp. 44-46

order words and phrase. And the Third, the writer has to pay attention to the sentence structure.

4) STEP 4 (Edit the Rough Draft)

The fourth step is editing the rough draft. In this step, the writer checks the rough draft by his/herself. The Purpose of a recount is to retell an event in chronological order. The purpose of this step is to find any mistakes that exist in the rough draft. In addition, we also can use simple recount checklist to identify the mistakes that exist especially about the chronological order in the recount.

Table 2.2: Recount Checklist³⁷

TEXT	
First sentence sets the scene	
Written in order in which the events happened	
SENTENCE	
Written in the past tense	
Uses specific dates/time, names of people/place	
Connectives relate to time, (example: first, next, after, then).	
Background information of who/when/where	
Written in the third person except autobiography	
which is written in the first person.	
WORD	
Action verb (ex: reigned, attacked, fought)	
Give specific names, dates, places times	_

5) STEP 5 (Write the Second Draft)

After checking and finding the mistake in the rough draft, the writer should re-write another draft. This fifth is purposed to

³⁷ Learning works 2010, (Sept 6, 2017. 19.00pm) (www. Primaryresources.co.uk)

revise the rough draft before. This second draft usually is handed in to the instructor or teacher to be re-checked.

6) STEP 6 (Write the Final Draft)

After the instructor/teacher returns the second draft, the sixth step is writing the final composition of the recount for final evaluation. This step also consists of revising the second step if there any correction from the instructor or teacher.

The researcher concludes that the process of writing recount consists of four main activities. They are: drafting, checking, revising, and final writing. The process of writing is very important to make our writing as perfect as possible.

4. Clustering Technique

a. The Definition of Clustering Technique

Technique is the implementation that takes place in a classroom. It is like a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.³⁸ It is often misunderstood with two others term, they are approach and method. Therefore, it is important to give clear description of those terms to avoid misunderstanding.

There are three level of conceptualization and organization; approach, method, and technique. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.³⁹ It can be seen that an approach is the basic concept behind the method of

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

³⁸ Jack C. Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), p. 15
³⁹ *Ibid*.

representing teaching and learning of language with certain theoretical. 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.⁴⁰ It means that method is a procedure or steps and the way that will be used by teachers in the achievement of learning objectives. Technique is method of doing something expertly or needs skill. Referring to the idea above, clustering is one of techniques in teaching writing because it is a teacher's strategy which is applied in the classroom.

Sometimes when people are going to write they feel hardly to find out what they know about the topic or develop the ideas they have. Therefore, people have to know about how to write well to get a good composition in their writing. Writing well comes from working through a process of writing. In the writing process there are some steps that will guide us to produce good writing. One of the steps is prewriting process. This step is the first step in writing process. This step is also the important step to organize the ideas before the writer start to write. There are many techniques that can be used in this step; one of the techniques is clustering technique.

Cooper and Axelrod viewed that "clustering is an invention activity which reveals possible relations among facts and ideas".⁴¹ Lunsford added that clustering is a prewriting technique used by writers to produce ideas using a visual scheme or chart.⁴² It means that clustering is

⁴⁰ Ibid.

Al Rise B Axelord and Charles R. Cooper, *The St. Martin's Guide To Writing*, (New York: St. Martin"s Inc, 1985), p.461

⁴² Andrea A, Lunsford. The St. Martin's Handbook, (Bedford: St. Martin"s,2010) p. 57

a creative activity, because when creating a clustering people tried to find things related to the topic using a visual scheme or chart. It is might be helpful for the writer for understanding the relationships among the parts of broad topic and for developing subtopics.

Clustering is another effective method that we could use to narrow a subject. To cluster, write the subject in the middle of the page and then circle it and write related ideas around circle around the subject. 43 Because trough clustering technique, a writer could be easily to give an idea of what will be written especially helpful for visual learners. In a cluster diagram the central events or components of an essay are presented visually, more detailed events branch of the main events to provide a visual overview of the entire ideas.

According to John Langan, "clustering also known as diagramming or mapping which is another strategy that can be used to generate material for a paper". 44 This method is helpful for people to think in a visual way. It means we can use lines, boxes, arrows and circle in implementing the clustering to show the ideas and details that are exist in our mind.

Clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping, or diagraming. Jean Wyrick added that by using clustering, students have recollected some important details about a number of the title that given, and it may help students focus on an occasion they want to describe in his paper.⁴⁵

⁴⁴ John Langan, College Writing Skills, (New York: McGraw-Hill Companies, Inc., 2005), Sixth Edition ,p. 27

⁴³ Alan Meyers, *Gateways To Academic Writing*, (New York: Pearson Education, 2005), p. 6.

⁴⁵ Jean Wyrick, Steps to Writing well with Additional Reading, (New York: Wadsworth, 2011) Eighth Edition, p.13

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

Clustering can be useful for any kind of writing. Besides, clustering is not only writing all ideas that is exist, but we also can omitted the ideas that has been write if it far from the topic in the center. Writers used it in the early stages of planning an essay in order to find subtopic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

b. The Step of Using Clustering Technique

Clustering is a way of generating and connecting ideas visually. It is useful for seeing how various ideas relate to one for developing subtopics. Writers 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:⁴⁶

- Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.
- 2) Write ideas relating to that topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.

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⁴⁶ Barbara Fine Clouse, A Troubleshooting Guide Strategies & Process for Writers, (New York: Mc Graw Hill, 2005), 4th Edition, p. 24-26.

- 3) Write down ideas, examples, facts, or other details relating to each idea, and join them to the appropriate circles.
- 4) Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.
- 5) Keep going until we can think nothing else relating to our topic.

 Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and or we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing.

5. Implementation Using Clustering Technique in Teaching Writing Recount Text

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, circles to show relationships among the ideas and details that occur to them.

To begin, take a fresh sheet of paper and writer a general subject in the center. Then circle the world.⁴⁷ Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.⁴⁸ Here are the following steps in teaching writing recount using clustering technique:

⁴⁸ John Langan, College Writing Skills (New York: McGraw-Hill Companies, Inc, 2005), Sixth Edition, p.28

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⁴⁷ Betty Mattix Dietsch, Reasoning and Writing Well; A Rhetoric, Research Guide, Reader, and Handbook, (New York: McGraw-Hill Companies, Inc., 2005), 4th ed, p.40.

- 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.

B. Previous Studies

To support and to prove the originally of this research, the researcher use some relevant previous study. The first study entitled *The Effectiveness of Clustering Tehnique in Teaching Writing at the Eight Grade of MTs Raudlatul Ulum* by Dwi Wahyu Ulum on 2012.⁴⁹ This research aimed to find out the use of clustering technique as pre-writing stage was more effective than the traditional technique. This research focuses on English descriptive text. The subject of this study are VIII C and VIII D of Mts Raudhlatul Ulum. These study was 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 was clustering technique can make students be the active learners.

The second study 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).⁵⁰ 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. In conducting this research he used classroom action research (CAR) of Kurt Luwins" design: Planning, Acting, Observing, and Reflecting. The instrument that are used in this research are the English test sheets, observation sheet, questionnaire sheet, and interview. Based on the research results, the application of learning writing skill of descriptive text through clustering technique has improved.

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⁴⁹ Sugiarti, Dwi Wahyu. 2012. The effectiveness of Clustering Tehnique in Teaching Writing at The Eight Grade of MTs Raudlatul ulum. Thesis, English Education Department, Faculty of Tarbiyah, State Institude of Islamic Studies Sunan Ampel.

⁵⁰ Irfan Fahmi, Developing Students' Writing Ability of Descriptive Text Through Clustering Technique, (Skripsi SI Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Jakarta, 2009), p. 60, Unpublished

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

categorized as an experimental research, because it is intended to know the effectiveness of clustering technique at tenth grade of SMA PGRI 56 Ciputat. Besides this research is included in quantitative research because the researcher used some numerical data which analyzed statistically. The subject of this study is an English teacher and 40 students which were taken from two class of tenth grade (X-1 and X-2) X-1 as an experimental class and X-2 as a control class. The techniques used in collecting data are observations, documentations, questionnaires and test. The finding of this study are (1) the teaching preparation made by the English teacher was good, (2) the implementation of clustering technique in teaching writing of narrative text applied well, (3) the instructional material used by SMA PGRI 56 Ciputat was poor and (4) students" score after learning writing of narrative text through clustering technique was higher than the students score who learn without it.⁵¹

From the five previous studies above, the writer interest in the prewriting technique that has been used in the previous study. Many previous studies used clustering technique for teaching writing. Therefore, the writer gets an idea to do a further research about teaching writing using clustering technique, but the writer will do the technique in different types of text. The writer wants to use the technique in teaching writing of recount text.

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⁵¹ Ismatul Maula, *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at Tenth Grade of SMA PGRI 56 Ciputat*, (Skripsi SI Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Jakarta, 2009), p.54-55, Unpublished

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 the study, procedure of the study, data and source of data, data collection technique, data analysis technique and research stage.

A. Research design and Approach

The method in this study used a quantitative method. It uses to see the effectiveness of clustering technique on students writing ability of Recount text. According to Cresswell, quantitative method is defined as a method that focuses on investigating the use of positive statement to develop knowledge, use enquiry strategies such as experiment, survey, and collect and get the statistical data on predetermined instrument.⁵²

The design of this study was Quasi-Experimental design. To know the effectiveness of clustering on students writing ability in Recount text. There are two classes for this study, 8-D class as experimental group, and 8-E class as an control group. In the control class was not taught by using picture series technique, meanwhile in the experimental class was taught by using clustering technique as the treatment.

⁵² John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches:* Second Edition, (New York: Sage Publication, 2003), p.21.

Table 3.1: Pretest Posttest Design

Pretest	Treatment	Posttest
Y_1	X	\mathbf{Y}_2

Note:

X : Clustering Technique

Y1 : Students' writing Recount text before taught by using Clustering Technique

Y2 : Students' writing Recount text after taught by using Clustering Technique

The following treatment steps were:

- 1. The teacher asked students to analyse the important of idea or information from the Recount text.
- 2. The teacher wrote "structure of recount text" on the whiteboard and list the role, audience, format, and topic for their writing after students complete the reading text.
- 3. The teacher asked students to determine the audience for this writing and to decide the format writing taken.
- 4. The teacher asked students to make clustering chart.
- 5. The teacher asked students to make recount text based on the Clustering chart that are made by self experience students.
- 6. The teacher asked students to submit their work to the teacher.

B. Research Subject and setting of study

The research used students of SMPN 55 Surabaya as research subject writing skill with clustering technique, 8-D class as experimental group with clustering

technique and 8-E class as control group with picture series technique, which is located on Jl. Pagesangan Mulia, Pagesangan, Jambangan, Surabaya. In this class, students will write Recount text with clustering technique as their assignment.

The researcher has the limitation for the students' response in this research. The researcher only takes the students score which in 8-D class for the experimental class and 8-E class for the controlled. The researcher took 35 students for each class. The total participation in this study were 70 students. The sampling technique use in this study was purposive sampling. Cohen started that purposive sampling, is often used in quantitative research in which the researcher choosing the informant deliberately due the qualities the informant's specific needs. "as the name suggests, the sample has been chosen for specific purpose". 53 Moreover, the researcher choose those classes is based on the teacher recommendation of the students score and consideration about the sample. 8-D and 8-E have the similar quality

C. Data collection technique

Technique of collection data are using test (pretest and posttest), doing observation during teaching learning process. The result of observation is discussed by the writer and teacher as observer. So, the writer and teacher could make plan next action to the next cycle

.

⁵³ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method In Education, 6th Edition*, (USA: Routledge, 2007), pp. 114—115.

Table 3.2: The Schedule of the Classroom

	8-D	8E
	(experimental class)	(control Class)
Pre-Test	February 20th, 2019	February 20th, 2019
Treatment	February 21st, 2019	February 21st, 2019
Post Test	February 25th, 2019	February 27th, 2019

Based on the table 3.2 above, this research was carried out from February 20th, 2019. The researcher did pre-tes for 8-D class as experimental class and pre test for 8-E class as control class on February 20th, 2019. And treatment clustering technique for class 8-D as experimental class and treatment picture series for class 8-E as Control Class on February 21st, 2019. And last for post-test for 8-D adn 8-E on February 25th, 2019 and February 27th, 2019.

D. Research instrument

There are three instruments for this study, they are pre-test, post-test and interview of teaching learning process.

1. Pre-test

In the first step, the writer gave a pre-test to the students to check the extent of the student similarity, especially their competency in writing recount text.in this test, students were asked to write a recount paragraph about holiday, when a child, unforgettable moment, etc. before give the treatment with clustering technique

2. Post-test

in this second step, the writer gave a post-test to the students to see students' growing score. The instrument of this test was like in a pretest but it was given after treatment with clustering technique.

Table 3.3: The analytical Score Rubric of Writing Recount:⁵⁴

No	Criteria	Rating Score			
		4	3	2	1
1	Content	They Event are	Event fairly	Event only	Not
		clearly started,	cleaner stated,	sketchy,	recognizable
		personal comment	some personal	inadequate	event and
		on events and	comment include,	personal	confused, no or
		easy to	and quite easy to	comment, and	weak personal
		understand.	undestand.	not quite easy to	comment.
				understand.	
2	Structure	a. Orientation	a. Fairy well-	a. Orientation	a. Missing or
		give all	developed	gives some	weak
		eassential info.	orientation	information	orientation
		b. All necessary			
		background	b. Most actors and	b. Some	b. No
		provided.	events mentioned	secessary	background
		c. Account in		background	provided
		chronological	c. Largel <mark>y</mark>	omitted	
		or oth <mark>er order.</mark>	chronological and	c. Account partly	c. Disorganized
		d. Reorientation	coherent	coherent	and
		"ro <mark>und</mark> off			incoherent
		sequence"	d. Reorientation	d. Some attempt	
			<mark>"ro</mark> und off	to provide	d. No
			sequence"	information	orientation or
					includes new
					matter
3	Mechanic	A few errors of	Occasional errors	Frequent errors	Dominated by
		spelling,	of spelling	of spelling,	errors of
		capitalization and	capitalization and	capitalization	spelling,
		punctuation	punctuation	and punctuation	capitalization
					and punctuation
4	Grammar	There is almost no	There are a few	There are many	Almost all
		error in the use	errors in the use of	errors in the use	sentences
		sentence	sentence	of sentence	contain error
5	Vocabulary	Excellent choice	Adequate	Lack variety in	Poor of
		of vocabulary of	vocabulary choice	choice of	vocabulary and
		many vocabulary	or few vocabulary	vocabulary or	lack of
		variations	variations	almost no	vocabulary
				vocabulary	variety
				variation	

⁵⁴ Ken Hayland, Second Language Writing (New York: Cambridge University Press, 1996), p.229

E. Data analysis technique

After the researcher collected all the data, the researcher analyzed the data.

1. For pre-test and post-test

This calculation was used to compare the mean score between the experimental and control group. The formula calculation is:

- a. For experiment class I that symbolized by X. And for control class are variable II that symbolized by Y.
- b. Determining the mean of variable X (Experimental class) with formula:

$$M_{x=\frac{\sum^{X}}{N_{x}}}$$

c. Determining the mean of variable Y (control class) with formula:

$$M_{y=\frac{\sum_{N_y}^{Y}}{N_y}}$$

d. Determining standard of deviation of variable X with formula:

$$SD_{x} = \sqrt{\frac{\sum X^{2}}{N_{x}}}$$

e. Determining standard of deviation of variable Y with formula:

$$SD_{y} = \sqrt{\frac{\sum Y^{2}}{N_{y}}}$$

f. Determining standard error of mean variable X with formula:

$$SE_{Mx} = \frac{SD_x}{\sqrt{N-1}}$$

g. Determining standard error of mean variable Y with formula:

$$SE_{My} = \frac{SD_y}{\sqrt{N-1}}$$

h. Determining standard error of different mean of variable X and mean variable Y, with formula:

$$SE_{Mx-My} = \sqrt{SEM_x^2 - SEM_y^2}$$

i. Determining with formula:

$$t_{o=\frac{M_{x}-M_{y}}{SEM_{x}-M_{y}}}$$

j. Determining t-table in significant with formula: 55

$$df = N_1 + N_2 - 2$$



⁵⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.315.

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 that started in the first chapter.

A. Research Findings

The Researcher did the research and got the complete data from all the research instruments including writing recount text with clustering technique pretest score and post test score. To gain the gain objective of the research, the researcher analyzed the data systematically and accurately. The data analyzed in order to draw a conclusion about the objective of study. The purpose of the findings is to answer the research question in chapter one. The researcher described the findings in this chapter into three part, those are described below:

1. Students' Score in Experimental Class

In this study, the researcher got a suggestion from the teacher to use class 8D as an experimental class and class 8E as a control class because a recommendation from the teacher chose class 8D and class 8E had almost the same quality in terms of ability to learn English.

In this experimental class, there were two meetings to get scores from students, the first day the teacher explained about what the recount text was then the students made a recount text example without clustering technique. and at the second meeting, the teacher continued the discussion about recount text using clustering techniques and then the students perfected to work on

recount text with the clustering technique gradually so that it was easy to understand for students.

The final score is obtained from the assignment of students writing recount text without a clustering technique or it can be called a pretest and the task of students writing a recount text with technique or commonly called post-test. To summarize of the whole description that can be gotten from students' pre-test and post-test, the researcher made the following tables. Below is table 4.1. in this table, the researcher summarized the scores of students' pre-test and post-test in the experimental class as well their gained scores.

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

Students'	Pre-Test	Post-Test	Gained Score
Number			
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 (∑)	1995	2435	440
Average(M)	57	69,57	12,57

From the above table, it can be seen that the average score of students' pre-test 8D as the experimental class is 57 and the average score of their post-Test is 69,57. So the average from the students' gained pre-test and Post-test that is 12,57.

For further detailed description, the writer added the following analysis to show the interval both of pretest and posttest in the experimental class and also the number of students which got a certain score in the same interval. This analysis will show the interval score which the most students got.

The following are the calculation of pre-test interval score in experimental class and its frequency:

Table 4.2: Table Frequency Pre-test Experimental Class⁵⁶

Score	Frequency (fi)
40-49	9
50-59	8
60-69	11
70-79	7
80-89	0
90-99	0
Total	35

Based on the table of pretest experimental class frequency score distribution, can be illustrated in the histogram in chart 4.1:

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⁵⁶ Dr.Budi Setyo, M.Pd. Statistika Untuk Analisis Data Penelitian, (Bandung: PT. Refika Adinata), p.45.

Chart Pre-test Experimental Class

12
10
9
8
7
6
4
2
0
Score 40 - 49 score 50 - 59 Score 60 - 69 Score 70 - 79 Score 80 - 89 Score 90 - 99

Chart 4.1: Chart Pre-test Experimental Class

Based on the table 4.2 and histogram chart 4.1 above, the results of calculations on the data before using the clustering technique (Pretest) frequency in the experimental class at the interval of Score between 40-49 are 9 students, Score 50-59 are 8 Students, Score 60-69 are 11 studetns, Score 70-79 are 7 students, score 80-89 is 0 student, and score 90-99 is 0 student.

Table 4.3: Frequency Post-test Experimental Class

Score	Frequency (fi)		
40-49	1		
50-59	3		
60-69	14		
70-79	8		
80-89	9		
90-99	0		
Total	35		

Based on the table of posttest experimental class frequency score distribution, can be illustrated in the histogram in chart 4.2:

Chart Post-test Experimental Class 16 14 14 12 9 10 8 8 3 2 0 90 - 99 40 - 49 50 - 59 60 - 69 70 - 79 80 - 89 students...

Chart 4.2: Chart Pos-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:

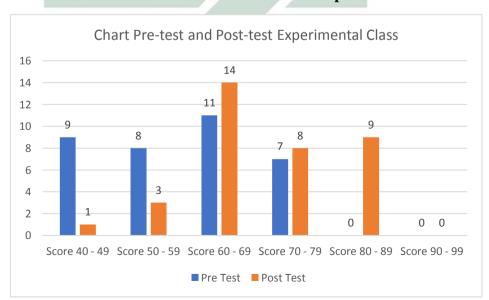


Chart 4.3: Chart Pretest and Posttest Experimental Class

Based on the table and histogram above, the results of calculations on the data before and after using the clustering technique (Pretest and posttest) frequency in the experimental class at the interval of Score between 40-49 from 9 to 1 student (-27,5%), Score 50-59 from 8 to 3 Students(-17,2%), Score 60-69 from 11 to 14 students (+10,3%), Score 70-79 from 7 to 8 students(+3,4%), score 80-89 from 0 to 9 student (+31,1%), and score 90 - 99 still 0 to 0 student.

2. Students' Score in Control Class

The researcher got a suggestion from the teacher to use class 8D as an experimental class and used class 8E as a control class because class 8D and class 8E had almost the same quality in terms of ability

In this control class, there were two meetings to get scores from students, the first day the teacher explained in advance what the recount text was and then the students made a recount text example without the picture series technique. and at the second meeting, the teacher continued the discussion about recount text using picture series techniques and then students perfected it to work on recount text with picture series in stages so that it was easy to understand.

The final score is obtained from the student's task of writing a recount text without a technique or it can be called a pretest and the task at the second meeting students write a recount text using a technique or commonly called post-test. To summarize of the whole description that can be gotten from students' post-test, the researcher made the following tables. Below is table 4.3. in this table, the researcher summarized the scores of students' post-test in the control class as well their gained scores.

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

Students'	Pre-Test Post-Test		Gained Score	
Number				
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 (∑)	1990	2335	345	
Average(M)	56,85	66,71	9,86	

The above table shows that the average scores of students' posttest and pre-test in Experiment B Class are 56,85 and 66,71. Then, the average of students' gained scores between pre-test and Post-test is 9,86.

For further detailed description, the writer added the following analysis to show both pre-test and post-test interval data in the control class as well as the frequent number of students which got a certain score in the same interval.



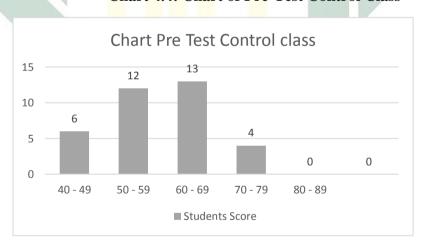
The following are the calculation of pre-test and post-test interval data in the control class and its frequency:

Table 4.5:
Table Frequency of Pre-test Control Class

Score	Frequency
40-49	6
50-59	12
60-69	13
70-79	4
80-89	0
90-99	0
Total	35

Based on the table of pretest control class frequency score distribution, can be illustrated in the histogram in chart 4.4:

Chart 4.4: Chart of Pre-Test Control Class



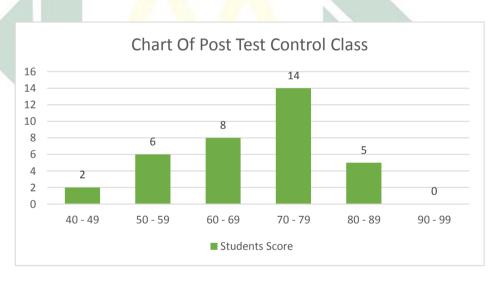
Based on the table 4.5 and histogram chart 4.4 above, the results of calculations on the data before using the picture series technique (Pretest) frequency in the control class at the interval of Score between 40-49 are 6 students, Score 50-59 are 12 Students, Score 60-69 are 13 students, Score 70-79 are 4 students, score 80-89 is 0 student, and score 90-99 is 0 student.

Table 4.6: Frequency of post test Control Class

Score	Frequency
40-49	2
50-59	6
60-69	8
70-79	14
80-89	5
90-99	0
Total	35

Based on the table of Posttest control class frequency score distribution, can be illustrated in the histogram in chart 4.5:

Chart 4. 5: Chart of Post Test Control Class



Based on the table 4.6 and histogram chart 4.5 above, the results of calculations on the data after using the picture series technique (Posttest) frequency in the control class at the interval of Score between 40-49 are 2 students, Score 50-59 are 6 Students, Score 60-69 are 8 students, Score 70-79 are 14 students, score 80-89 are 5 student, and score 90-99 is 0 student.

And based on the table between of pretest and posttest in control class frequency score distribution, can be illustrated in the histogram in chart 4.6:

Chart of Pretest and Post Test Control Class 16 14 14 13 12 12 10 8 6 6 4 2 2 0 0 0 0 40 - 49 50 - 59 60 - 69 80 - 89 70 - 79 90 - 99 ■ Pre Test
■ Post Test

Chart 4.6: Chart of Pre-Test and Post-Test Control Class

Based on the table and histogram above, the results of calculations on the data before and after using the Picture Series technique (Pretest and posttest) frequency in the experimental class at the interval of Score between 40-49 from 6 to 2 student (-13%), Score 50-59 from 12 to 6 Students(-20%), Score 60-69 from 13 to 8 students (+16.8%), Score 70-79 from 4 to 14 students(+33.3%), score 80-89 from 0 to 5 student (+16.6%), and score 90-99 still 0 to 0 student.

 $\label{eq:Table 4.7:} The result of calculation of the test both Experimental class (X) and control class (Y)$

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	<mark>-2,5</mark> 7	-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

Note:

X = From gained Score VIII-D (Experimental class)

Y = From gained Score VIII-E (Control class)

$$x = X-MX$$

$$y = Y - MY$$

From the above table, it can be seen that the average of students' gained score in the experimental A class is higher than those students in the control class. The students in the experimental class got average gained score 12,57 while those in the control class got 9,86 as their average gained score.

3. Analysis the Data

After describing the data that the got from students' pre-test and post-test, the writer then analysis the data by using statistical calculation of t-test formula with degree of significance 5%. The following the analysis:

1. Determine Mean 1 (M1)

$$M_1 = \sum \frac{\sum X}{N1}$$

$$= \sum \frac{440}{35}$$

$$= 12,57$$

2. Determine Mean 2 (M2)

$$M_2 = \sum \frac{\sum Y}{N2}$$

$$=\sum \frac{345}{35}$$
$$=9.86$$

3. Determining Standard of Deviation Score of Variable $X(SD_1)$

$$SD_1 = \sqrt{\frac{x^2}{N1}}$$

$$= \sqrt{\frac{2.218,57}{35}}$$

$$= 7.96$$

4. Determining Standard of Deviation Score of Variable Y (SD_2)

$$SD_{2} = \sqrt{\sum \frac{y^{2}}{N2}}$$

$$= \sqrt{\sum \frac{2.200,69}{35}}$$

$$= 7,93$$

5. Determining Standard Error of Mean Variable X (SE_{M1})

$$SE_{M1} = \frac{SD1}{\sqrt{N1-1}}$$

$$= \frac{7,96}{\sqrt{35-1}}$$

$$= 1,36$$

6. Determining Standard Error of Mean Variable Y (SE_{M2})

$$SE_{M2} = \frac{SD2}{\sqrt{N2-1}}$$
$$= \frac{7,93}{\sqrt{35-1}}$$
$$= 1,35$$

7. Determining Standard Error of Different of Mean of Variable X and variable Y, the formula is:

$$SE_{M1-M2} = \sqrt{SEM_1^2 + SEM_2^2}$$

$$= \sqrt{1,36^2 + 1,35^2}$$

$$= \sqrt{1,85 + 1,82}$$

$$= \sqrt{3,67} = 1,91$$

8. Determining to with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

$$= \frac{12,57 - 9,86}{1,91}$$

$$= \frac{2,71}{1,91} = 1,42$$

9. Determining t-table in significance 5 % with degree of freedom, with formula:

$$df = (N1+N2-2)$$
$$= (35+35-2) = 68$$

The writer gained t-table

$$=$$
S. L 5% $=$ 2.00

10. The comparison between t-score with t-table:

$$t$$
-score = $t_o < t_t = 1.42 < 2.00$

B. Discussion

The discussion in this study is presented based on the result of finding and also discusses the review of related theory and analyses the data to clarify the findings. The researcher focuses on the the effectivenes of clustering technique on writing recount text ability at SMPN 55 Surabaya.

1. students' Score Experimental Class

Based on the finding in table 4.1 students' score Experimental class shows the students' score experimental class, the average of the score from 57 to the 69,57. It can be conducluded that students of SMPN 55 Surabaya from 8D class as experimental class with clustering technique were quite good but still need many improve in writing recount text with clustering technique because they will become a role models of the other students' class practice teaching in the writing class.

In every students' has a special ability, has a different ways to study especially in learning English, they heve their own characteristic while learning. Through students' score of writing recount text with clustering technique, they will know how to develop a strategy in improving their writing skill in the classroom because they will become a role model of the students in real practice teaching. As stated by Lunsford added that clustering is a prewriting technique used by writers to produce ideas using a visual scheme or chart.⁵⁷ It means that clustering is a creative role model activity, because when creating a clustering people

⁵⁷ Andrea A, Lunsford. *The St. Martin's Handbook*, (Bedford: St. Martin"s,2010) p. 57

tried to find things related to the topic using a visual scheme or chart. It is might be helpful for the writer for understanding the relationships among the parts of broad topic and for developing subtopics.

2. Students' Score Control Class

Based on finding in table 4.4 students' score Control class, it shown students' score pretest and posttest, the average score from 56,85 – 66,71, with the highest score is 85 and the lowest score is 45. Most of respondents got the writing recount text score lower than standard scores from teacher. It concluded that students of SMPN 55 Surabaya, 8E class as a control class were need many improvements in writing recount text with picture series because they will become a role models of the other students' class practice teaching in the writing class. Because the first step before writing is to read a lot. To be comprehending, sometimes students do not know the meaning of words or unfamiliar words, so that it can disturb their comprehension.

3. Analysis the Data

The data was obtained in by conducting and observing the teaching and learning process in writing recount text by using clustering technique and picture series technique. The teacher conducted the teaching and learning as usual. Since it ran well, it was easier to know the student's problem and solve the difficulties faces 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 cycle. In the last meeting, the researcher spreads the questionnaire to know their

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_o) is accepted and the alternative hypothesis (Ha) is rejected. The followings are the Null and Alternative hypothesis of this study:

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

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research. The outcome of the finding and discussion could be concluded as the following representation.

A. Conclusion

Based on the result of the analysis of the research showed the value of " t_0 " is lower than the value of " t_1 " at significant 5%= 2.00. based on the calculating the score to = 1.42, it can be interpreted that there was not significance influence between using clustering technique and without using technique in teaching recount text toward students writing achievement. Comparison in experiment is pre-test 57 and post-test 69,57, whereas control class is pre-test 56,85 and post-test 66,71.

It can be concluded that using clustering technique toward students' ability in teaching recount text is not more effective than teaching recount text without using clustering technique. It can be seen from the of difference or the score of tobsevation was lower than the score t-table. And the result of pre-test and post-test showed the significant different.

1. Students' score of Experimental class

In order to answer research question the effectiveness of clustering technique on writing recount text, researcher did the writing recount text test with clustering technique to 35 students 8D class as experimental class from SMPN 55 Surabaya. The tests were conducted two meeting, first meeting the

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.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestion go to:

1. Teacher

The teacher should deliver material with a creative and interactive technique especially in teaching writing in order to improve students achievement. The teacher should help the students while they get difficulties or problem in writing. Try using another technique besides that clustering technique can be implemented in writing activity. Clustering technique for further researcher can used for descriptive text and narrative text.

2. Students

The students should have good motivation in learning especially writing.

They should do what their teacher instructed, and to make sure in their mind that writing is easy to do.

3. Next researcher

After read this research, the researcher hopes that there will be the next researcher who continuing the theme of this research, or give new information as the source and better study of the instructional cases.

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