

**THE EFFECTIVENESS OF CLUSTERING TECHNIQUE IN
TEACHING WRITING ON RECOUNT TEXT AT EIGHTH
GRADE OF SMPN 1 MLARAK IN ACADEMIC YEAR 2016/2017**

THESIS



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ABSTRACT

Sari, Irma Riantika, 2017. The Effectiveness of Clustering Technique in Teaching Writing on Recount Text at the Eighth Grade Students of SMPN 1 Mlarak in Academic Year 2016/2017. A thesis, English Department of Faculty of Tarbiyah of (IAIN) Ponorogo. Advisor Mrs. Aries Fitriani, M.Pd

Key words: Clustering Technique, Teaching Writing, Recount text

The study is aimed at finding the significant differences in writing achievement of the students who are taught using clustering technique on recount text and who those are not at eighth grade of SMPN 1 Mlarak. Writing is one of the most important skills that students should master and develop in learning English. Before writing, the teachers should apply appropriate teaching technique as well as to establish the effectiveness in teaching writing. Clustering is one of prewriting activity that enriches idea before students start writing. Clustering technique can help the students in order to find subtopic, topic, or to organize information.

Based on the explanation above, it is essential to conduct a research entitled "The Effectiveness of Clustering Technique in Teaching Writing on Recount Text at the Eighth Grade of SMPN 1 Mlarak in Academic Year 2016/2017". The statement of the problem is "Is there any significant difference on students writing achievement who are taught using Clustering technique and who those are not at eighth grade SMPN 1 Mlarak Academic Year 2016/2017"

The method used in this research was a quantitative method and the research design was a quasi experimental. It was carried at SMPN 1 Mlarak in May 2017. The populations of this research were the whole students of VIII class consisted of 152 students. The sample was VIIC as an experiment class and VIIF as a control class which consisted of 22 students. The researcher used cluster random sampling as sampling technique. The instrument used in this research was a written test and analytic writing rubric was used to score the students' writing on the pre test and post test. The data were taken by administering test, and documentation. To analyse data, the researcher used the formula "t" test as a procedure of data analysis.

The result of data analysis found that the comparison value (t_0) between students' who were taught using clustering technique and who were taught without clustering technique was 3,8703. After being consulted with 5% significance level with $db=42$, it was "t" index (t_t) = 2.02. Therefore $t_0 > t_t$, so H_a was accepted. There were significant differences between score on the students who taught using clustering technique and who were taught without clustering technique.

CHAPTER 1

INTRODUCTION

A. Background of the study

Language skills are often categorized as receptive or productive skills. Listening and reading are regarded as receptive skills because it focuses on receiving information from an outside source. On the other hand, speaking and writing are productive skills because it focuses on producing information.¹

Writing as a productive skill, it is an important language skill which is used for a medium of communication, especially indirect communication. Writing is a part of learning process that has to be mastered by all students. It is supported by Harmer states that writing is one of compulsory skill that determined in part of syllabus in teaching of English.²

According to Ken Hyland, “writing is among the most important skills that need to develop and it involves composing skills and knowledge about texts, contexts, and readers.” Hyland also states that “Writing is way of sharing of personal meaning and emphasizes the power of the individual to construct their own views on a topic.”³ It believed that writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader.

¹ David Nunan, Practical English Language Teaching (McGraw-Hill/Contemporary, 2003), 24.

² Jeremy Harmer, How to Teach Writing (Pearson Education India, 2006), 31.

³ Ken Hyland, Second Language Writing, (New York: Cambridge University Press, 2003),XV.

Furthermore, writing is away to develop students' thought into written form to ensure their success in their school life. Also, students are encouraged to focus writing on language use. As stated by Brown, writing is a process of filling down learners' thought in order to be able to express the ideas in their mind into written form.⁴

Actually writing is a good way to develop English ability. It is supported by Ann Raimess in her book *Technique in Teaching Writing* that writing has three important roles in students' learning when they write; first is writing fortify the grammatical structure, idioms, and vocabulary; second, by writing students have a chance to be daring with the language; third, when they write, they have effort to express their idea and automatically become very involved with the new language.⁵ It means by writing students will be able to learn any aspect of language like grammatical aspect and language used.

Although writing is a good way to develop English ability, most of the students still say that it is difficult to express their idea in writing. Because the students think writing need more work in organizing the composition and the language that made the students cannot be started correctly. The other problems are vocabulary, grammar, and how to arrange word into good sentence.⁶

⁴H. douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd edition), (New York: Addison Wesley Longman,2001),15.

⁵Ann Raimess, *Technique in Teaching Writing*, (New York: Oxford University Press,1983), 3.

⁶Peter Lucantori, *Teaching and Assessing Skill in English as a Second Language*, (Edinburgh: Cambridge University Press,2006),52.

In accordance to the general problems above, the teacher should be able to facilitate the student optimally in writing process. As facilitators in developing students' skill, teacher should be creative in learning process. The joyful environment will be creating.⁷ Accordingly, it is not a simple and easy task for the teacher to provide various method, strategies and technique that can increase the students' skill in writing. So, it can be done techniques. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching learning process. There are a lot of methods and technique to get the English teaching effectively. One of technique in writing is using clustering technique.

Clustering is one kind of pre writing activity that enriches idea before students start writing. This technique will be used to propose as a technique in improving students writing ability in writing recount text. Clustering technique can help the students in the phase of planning (pre-writing) in order to find subtopic, topic, or to organize the information.⁸ Clustering technique is a discovery process for generating idea and thought around the same stimulus to find a focus.⁹ The students are expected to be able to find out the related word, ideas and concept as many as possible to the topic given.

⁷Jack C. Richard & Theodore Rodgers, *Approaches and Method in Language Teaching Description and Analysis*, (Edinburg: Cambridge University Press, 1986), 91

⁸ Rise B Axelord and Charles R. Cooper, *The ST. Martin's Guide to Writing*, (New York: St. Martin's Press, Inc, 1985), 461.

⁹ INAL, *The Effect of Clustering Pre-Writing strategy on Turkish Students' Writing Achievement and Their Writing Attitude* (ASOS Journal: Turkey),596.

Based on researcher observation when the researcher was Practice in Real Classroom in SMPN 1 Mlarak on September, 13th till October, 17th 2016, there are many students found difficulty in writing. It can be seen that many students still confuse when they want to write good paragraph and developing an idea. Many students just waste their time by doing nothing when they want to start wrote. It can be occurred because the students confuse and do not know what to do or what to write. This happen because of some problem that faced by students when they start to write. First, students lack of variety in vocabulary choices, therefore they do not know how to express their idea in writing. This problem also can obstruct students in organizing their idea about what they want to write because they are scare making mistakes in their writing. Second, the students cannot compose a sentence correctly and they also cannot put the right words down becoming a good sentence because many students have low ability in grammatical structure. They also still confuse how to organize sentences into coherence paragraph. Third, the technique used in teaching writing was traditional. The teacher just asked the students to write some text without some technique.

To solve the students' problem in writing, the researcher tries to help the students in writing recount text by using clustering technique in teaching writing. Moreover the clustering technique can stimulate their ideas, also it can construct relations between students' experience and new information.

According to the explanation above, the researcher is interested to find out the effectiveness of clustering technique in teaching writing on recount text. Therefore, it is going to be conducted a research entitled **“The Effectiveness of Clustering Technique in Teaching Writing on Recount Text at Eight Grade SMPN 1 Mlarak Academic 2016/2017”**

B. Identification of Problem

Based on the background of the study above, the researcher identification some problems. They are:

1. The students confused to write a text based on the teacher instruction
2. The students did not know how to write topic and organize an idea into a sentence or paragraph correctly
3. The students have an idea but they still confused how to develop it into coherence paragraph
4. The grammatical structure always became a problem for students who still learn English in writing on recount text.
5. The teacher always used traditional technique in teaching writing

C. Limitation of Problem

The researcher limits this research how the difference of students' writing achievement on recount text who are taught by using Clustering technique and who those are not at eighth Grade of SMPN 1 Mlarak.

D. Statement of The Problems

Based on the background above, the statement of the problem is formulated as follows:

“Is there any significant difference on writing achievement of the students who are taught using clustering technique and those who are not at eighth grade SMPN 1 Mlarak academic year 2016/2017?”

E. Objective of The study

To find out the differences on writing achievement of the students who are taught using clustering technique and those who are not at eight grade SMPN 1 Mlarak academic year 2016/2017.

F. Significant of the Study

The result of the study is expected to be able to give contribution in education aspect especially in teaching and learning process like theoretically and practically. The contribution as follow:

1. Theoretically

The result of the observation can add knowledge in particular about contribution to education knowledge about clustering technique and teaching writing on recount text.

2. Practically

a. For the Writer

By doing this research, the researcher hopes that the researcher will get some experiences and knowledge about the study and it will be useful in the future. Besides that, the researcher hope can find the effective way to teach writing by using another technique.

b. For the teacher

This research can be used as a means to know the effect of using clustering technique in teaching writing and learning process. Teachers will be more aware of students' writing. Besides that, teachers will be easy to motivate students to write in English since the teachers always assist the student to complete their writing. Teachers can control their writing improvement continuously.

c. For the students

This research will facilitate students for a better knowledge about writing. Through portfolio assessment and reflection, students will learn to write by using clustering.

G. Organizations of the Thesis

The researcher writes the thesis into V chapters. These chapters related one to other. It has purposed that to organize the thesis will easily. The organizations of the thesis are:

Chapter I provide the introduction of this study. This consists of background of the study tell about general description and take a role as basic of

mindset of the thesis the problems of this study related to the effectiveness of clustering technique in teaching writing. After that it presents the identification of the problems then the limitation of the study to know the focus of this study. It is followed by statement of the problem, then presents objectives of the study and significance of the study. Lastly, to help readers know the general organization of this study there is organization of the thesis in the last of this chapter.

Chapter II consists of theoretical analysis that describes the theories related to the variable of this study. After that, there is a previous research finding from other researcher with similar problems, and then there are theoretical framework and hypothesis. Theoretical framework explains the relationship between gallery walk and students' reading achievement and hypothesis shows the temporary answer of this study.

Chapter III explains about research methodology in which consists of research design that uses in this study, and then followed with population and sample as the source of data. Next, there are instrument and technique of data collection to get reliable and valid data. At the end of this study, there is technique of data analysis to analyze the research data.

Chapter IV discusses research result. It covers research location and data description. This chapter also explains the data analysis. The discussion and the interpretation of this study are presents at the end of this chapter.

Chapter V is closing. It contains conclusion of this study and recommendation from the researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Background

1. Writing

a. Definition of Writing

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what are you going to say and how are you going to say it.¹⁰

According to David Nunan, writing is one of important skill in teaching and learning English, because in writing activity, the students can cover at least three aspects. First, writing as a channel of learning, a process of learning that is very important element of the languages. Second, writing is as a good way to express our thing, and to good respond various real life situations. Third, writing is linguistic learning such as note taking in the classroom, summarizing, narrating, report means that is each part of any written text will make a continuous, constitute, organized whole to relate another.¹¹

¹⁰ Alice Oshima, Introduction to Academic Writing 2nd Edition,(America: The Christian Science monitor and the word media Project Addison warley longman,1997),2.

¹¹ David Nunan, Practical English Language Teaching,88.

b. The Writing Process

The writing process is intended to provide a step by step model for writing so that the finished piece is the best it can be. Based on Kathy, writing process consist of six stages they are pre-writing, drafting, self-review and peer review, revising, editing, and publishing. Those stages of writing are highlighted as follows:

1) Pre-writing

In the initial step, teachers set the stage for students to write by helping them stimulate ideas. Ideally teachers will have consulted their content standards to guide them in their expectations for the overarching assignment, so this is a targeted prewriting activity geared to the type of assignment (e.g., personal, narrative, short story etc).

The researcher can chooses one of them to explore thoughts and ideas, and make them visible and concrete in writing skill. There are many ways that teachers can assist students in churning their brains' juices to plan for writing (or dictated) work, such as: discuss ideas with peer, write key thoughts and questions, record recreations ad observations, take notes, free writing, and brainstorming ideas.¹²

¹² Kathy Turman Glass, Curriculum Design for Writing Instruction (California: Corwin Press, 2005), 181.

2) Drafting

After brainstorming, students are primed for writing a rough draft. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

There are several strategies and skills applied to the drafting process in writing, there are:

- a) Getting started (adapting the free writing technique).
- b) Optimal monitoring of one's writing (without premature editing and diverted attention to wording grammar, etc.).
- c) Peer reviewing for content (accepting or using classmates' comment)
- d) Using instructor's feedback.
- e) Editing for grammatical errors.
- f) Read aloud technique (in small groups or pairs, students read their almost final drafts to each other for final check on errors, flow of ideas, etc.).
- g) Proofreading.¹³

¹³H.Douglas Brown, Teaching By Principles an interactive Approach to Language Pedagogy, second Edition (San Francisco: Longman, 2001), 348.

3) Self review and peer review

When pupils critique student examples and examine their own and classmates' writing for a particular assignment they are currently working on, their own work improves. Providing a venue for students to review their own and each other's writing and to make comments is essential to the writing process.

To assist in this step, assign one or more of these suggested strategies to help students with self-review and peer review:

- a) Response to others' writing by asking questions and making comments.
 - b) Assist classmates in editing for proper grammar and conventions usage.
 - c) Determine the strongest features of the paper.
 - d) Determine the purpose of writing, and assess if this goal is achieved.
 - e) Ask for feedback.
 - f) Assess own paper against checklist or rubric.
 - g) Assess classmates' papers against checklist or rubric.
- ### 4) Revising

At this point, students have written their rough drafts, have critically reviewed their own papers, and have obtained comments from peers. This stage allows students to take a look at what they've

written and at their own and others' comments and then revise their papers accordingly. It might mean students make a significant change by deleting whole paragraphs or something less intrusive, such as using stronger vocabulary where weaker words and phrase once were. Students may also have opted to revise their papers after the self review stage, before their peers review them.

Suggest several of these points to students to assist them in revising their written work. Many of the line items are probably part of the students checklist initially created for the assignment, so steering students back to that might be worthwhile.

- a) Review the student checklist, rubric, or both to be ever mindful of the criteria, and make appropriate revisions.
- b) Reread and revise to analyze and clarify meaning.
- c) Rearrange words phrases, and paragraphs to improve or clarify meaning.
- d) Add sensory words and details.
- e) Clarify content area word usage so readers have a greater understanding of unfamiliar concept words.
- f) Delete extraneous information that does not add to the overall pieces, gets off track, or is boring.
- g) Rethink and rewrite for different audiences and purposes.

- h) Check for consistent point of view so that the entire paper is written from either first or third person point of view.
- i) Check that second person point of view (“You”) is not use in formal writing.
- j) Check for transitions between paragraph and within paragraph so sentences flow.
- k) Check accuracy of information so that the fact are indeed correct.
- l) Produce multiple drafts.
- m) Incorporate suggestions from peer and teachers that serve to enhance paper.¹⁴

5) Editing

Make sure that the words are correctly spelled and that the sentences are correctly constructed and punctuated may seem to be minor consideration.

In other source state that writing process is an interrelated set of recursive stage which includes:

- a) Drafting
- b) Structuring (ordering information, experimenting with arrangements, etc.)
- c) Focusing (that is making sure you are getting the message across you want to get across)

¹⁴ Kathy Turman Glass, Curriculum Design for Writing Instruction, 183-384.

d) Generating ideas and evaluation (assessing the draft and/ or subsequent drafts)¹⁵

6) Publishing

The final stage of writing process publishing is the time students should sit back and be satisfied with a job well done. Publishing can be done with a short piece of writing and does not always indicate the completion of major writing assignment. The final piece should, though, be word processed or very neatly written. Whatever the writing forms, the finished piece can be shared with others.¹⁶

c. The Goal of Writing

Writing has some goals that students or writers want to be achieved. The fundamental goal of writing is to express ideas, feeling and thought in the written form. Likewise, an expert assumes that purpose of the writing is the expression of ideas, the conveying of message to the reader. So, the ideas themselves should arguably be seen as the most important as react of the writing. The goals of writing such as:

- 1) Expressing ideas and opinion in writing form.
- 2) Describing person, an object, a place, etc.
- 3) Defining a concept or an idea and interpret it with examples.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (Longman: Pearson), 258.

¹⁶ Kathy Tuchman Glass, *Curriculum Design For Writing Instruction*, 189.,

- 4) Telling story or sequence of events
- 5) Discussing or arguing a topic as an article
- 6) Reporting an event, an experiment, or a scientific fact
- 7) Teaching the written discourse of English.

In the early stages of course oriented toward oral proficiency, writing serves a variety of pedagogical purposes:

- 1) The introduction and practice of some form of writing enable us to provide for different learning style and need.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- 3) Exposure that the foreign language through more than one medium, especially if skill are properly integrated, appears to be more effective than relying on a single medium alone.
- 4) Writing provides variety in classroom activities, serving as a break from oral work.
- 5) Writing is often needed for formal and informal testing.¹⁷

According to David Nunan, Written language serves a range of functions in everyday life, including the following:

¹⁷ Laura N. Gitlin & Kevin J. Lions, *Successful Grant Writing* (New York: Springer Publishing Company, 2008), 89.

1) Primarily for action

Public signs, e.g. on roads and stations; product labels and instructions, e.g. on food, tools or toys purchased; recipes; television; and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts.

2) Primarily for information

Newspapers (news, editorials) and current affairs magazines; hobby magazines; nonfiction books, including text books; public notes; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

3) Primarily for entertainment

Light magazines, comic strips; fiction book; poetry and drama; newspaper features; film subtitles; games, including computer games.¹⁸

From statements above, the goal of teaching writing is encouraging students to express their ideas and imagination in written form with the good language and structure.

d. Teaching Writing

1) Some basic principle of teaching writing

According to Brown, teaching may be defined as showing or helping someone to learn how to do something, give instruction, guide

¹⁸ David Nunan, Language Teaching Methodology, (New York: Prentice Hall, 1991), 84.

in the study of something, provide with knowledge, and cause to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learning to learn and setting the conditions for learning. In teaching writing especially the teacher should guide students in order that the students have good skills in writing many kinds of text that should be taught based on the students' grade. Therefore the teacher should choose the best way to teach writing for students in order to have good competencies in writing. Brown said that a number of basic principle for designing writing technique in teaching writing, they are:

2) Incorporate practices of “good” writer

Teacher should consider the various things that efficient writers do and their technique should include some of these practices.

For example, good writers should focus on a goal or main idea in writing, easily let their first ideas flow onto the paper, follow a general organizational plan as the write, utilize feedback on their writing and revise their work efficiently.

3) Balance process and product

Because writing is a composing process and requires multiple drafts before an effective product is created, teachers should lead the students through appropriate stage in the process of writing. At the same time, the teachers should not get so caught in the stages leading

up to the final product that they lose sight of the ultimate attainment: a clear, well-organized, and effective piece of writing. These processes are aimed to make better product of writing and add experience in writing which is very useful for further writing activities.

4) Account for cultural/literacy background

If there are some apparent contrasts between students' native traditions and those that teachers are trying to teach, teacher should try to help students to understand what it is, exactly, that they are accustomed to bring them to the use of acceptable English rhetoric. Thus, the teacher should teach students about the differences in cultures. The differences can be in cultural backgrounds that influence writing styles.

5) Connect reading and writing

By reading a variety of relevant types of text, the students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing. They give examples of good sentences which are organized into good paragraph, read a lot of words that enrich their vocabulary in writing and get knowledge to develop their ideas in choosing a topic. Thus, before writing, students should have reading activities to help them write.

6) Provide as much authentic writing as possible

Writing activities should connect to the real writing in which students write for some certain purposes, not only for fulfilling the teacher's assignments. For example, they publish a class newsletter, write letter to people outside of class, write a script for a skit or dramatic presentation, write a resume, writes advertisements can be seen as authentic writing.

7) Frame the technique in terms of pre-writing, drafting, and revising stage

In teaching writing, the teacher should use the writing process that can be put on pre-writing, draft writing, and revising. The pre-writing stage that encourages the generation of ideas can happen in numerous ways such as reading a passage, brainstorming, discussing a topic or question and free writing. In addition, guided tasks are necessary to help students plan what they want to write. In drafting and revising, students must be reminded that what they write in drafting is not a finished product that is considered unchangeable, but it is flexible. Moreover, they are really suggested to involve in collaborative writing. They work in pairs or groups to share ideas that contribute to the success of the final product. They way of giving

responses also has to be planned, whether the teacher has full autonomy or it also includes peer responses.

8) Strive to offer technique that are interactive as possible

Interaction is emphasized in a process-oriented approach in which students work in pairs and groups to generate ideas and peer-edit. Generating ideas is difficult to do if they work on their own so that they need to have interaction with peers. Moreover, peer-edit helps students to deal with their writing. Teachers should not think that writing is a solitary activity. It is a good deal that a good writer can be most effectively developed within a community of learners. Therefore, teachers should strive to apply techniques that are interactive.

9) Sensitively apply methods of responding to and correcting your students' writing

Writing needs correction from beginning up to the final draft. As the teachers respond to the students' writing, they act as a guide of a facilitator. After the final work turned in, they have the position of evaluator, but until then, the role of consultant will be the most productive way to respond. Ideally, the responses will be written and oral. There are many ways for responding to students' writing such as self feedback, peer feedback, and teacher feedback. Under less than ideal conditions, written comments may have to suffice.

10) Clearly instruct students on the rhetorical formal conventions of writing

Teachers should explain about the formal structures of writing because each type of writing has its formal structures. They should not assume that students will pick these up by absorption. To help students understand the structure of text types, the teacher should ask them to read some different types of texts with their structures.¹⁹

e. Approaches in Teaching Writing

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce a good writing easily. Teachers need a number of different approaches to the practice of writing skills both in and outside classroom in teaching writing. Harmer (2007:325-330) divides them into seven approaches:

1) Process and product

When concentrating on the product, teachers are only interested in the aims of a task and in the end of product. If teachers focus on process, they pay attention to the various stages that any pieces of writing go through. It includes spending time with learners

¹⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd edition), 346-356.

on pre-writing phase, editing, re-drafting, and producing final version of their work.

2) Genre

In a genre approach, students study some texts that they are going to be writing before they embark on their own work. Students who are writing within a certain genre needs to consider a number of different factors; knowledge on the topic, the conventions and style of the genre, and the context in which their writing will be reads by whom.

3) Creative writing

It suggests imaginative writing tasks such as writing poetry, stories, and play. When teachers set up imaginative writing tasks, the students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

4) Writing as a cooperative activity

Cooperative writing can work well whether the focus is on the writing process or on genre study. Reviewing and evaluating are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own.

5) Building the writing habit

Teacher need to help students build the writing habit so that they recognize writing as being normal part of classroom practice and they come to writing task with as much enthusiasm as they do other activities.

6) Writing for learning and writing for writing

Writing for learning is the kind of writing that teacher do to help students learn language or to test them on language. While writing for learning is the kind of writing that teachers do to make students use language in producing a text.

7) The roles of the teacher

Teachers have some roles like as motivator, resource, and feedback provider. Teachers act as motivator when they must motivate the students, create the right conditions for the generation of the ideas, persuade them of the usefulness of the activity, and encourage them to make as much efforts as possible for maximum benefit. Then, teachers act as resource because they should be ready to supply information and language when necessary. Teachers act as feedback provider because they should respond positively and encouragingly to the content of what the students have written.²⁰

²⁰ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (Longman Pearson), 325-330.

2. Clustering Technique

a. Definition of Clustering Technique

A technique is an implementation that which actually takes place in a classroom. It is a particular trick, 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. So, Antony's Model conclude based on statements above that technique is the level at which classroom procedure are described.²¹

Based on the statement above, it can be said that technique is a way of doing an activities derived from an application of principles. This statement is supported by Diana Larsen-Freeman, "technique is the behavioral manifestation of the principles in other words, the classroom activities and procedures derived from an application of the principles."²²

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

²¹Jack C. Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (New York:Cambride University Press, 1986), 15.

²²Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxpord University Press), xi.

Clustering is a visual way to discover ideas and relationships. It is also a power tool for some writer.²³

Clustering is another method of gathering ideas during the prewriting stage. It is very similar to brainstorming, except that when you cluster, you produce a visual map of your ideas rather than a list.²⁴

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. This method is helpful for people to think in a visual way.²⁵ It means the writer can use lines, boxes, arrow, and circle in implementing the clustering to show the idea and details that are exist in our mind.

From the definition above, the researcher conclude that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering technique 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.

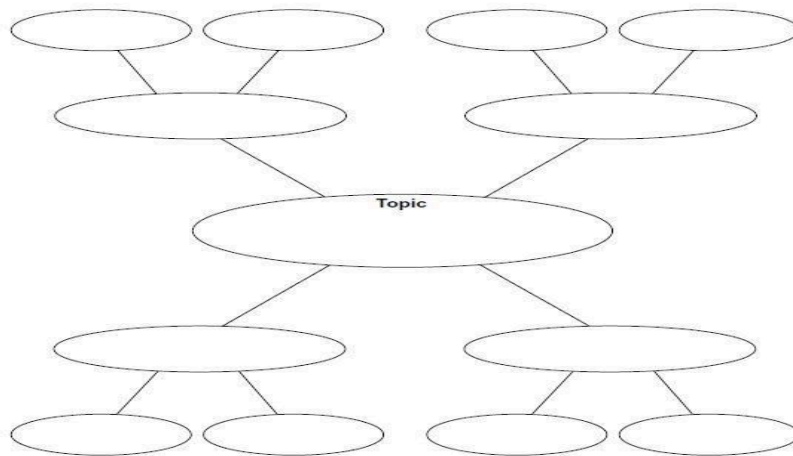
²³Kathleen T. Mc Whorter, *Successful College Writing* (New York: Boston,2010),87.

²⁴ Sandra Scarry and John Scary, *The Writer's Workplace with Reading*, Seventh Edition (New York: Wadsworth, 2010), 10.

²⁵John Langan, *College Writing Skills* (New York: McGraw-Hill Companies, Inc, 2005), 27.

Cluster/Word Web 1

Write your topic in the center circle and details in the smaller circles. Add circles as needed.



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Picture 1²⁶

2) The advantages of Clustering technique

According to Gorski, there are advantages of clustering technique for writing ability:

- 1) Clustering technique is simple to be applied by students
- 2) Clustering technique can make the students find the word as a keyword related with topic easily.
- 3) Clustering technique can help the students explore their idea on their writing activity.

²⁶ <http://www.google.co.id/search?=clustering+technique=gambar&=inms&tbn=isch&>
 Accessed on January 5, 2017.

- 4) The students are easy to construct their idea on the sentences into paragraph through ideas in clustering technique
- 5) The students can show their knowledge to produce the words within limited time but it is still related to the topic.²⁷

3) The Steps of Clustering technique.

Clustering technique is a way of generating and connecting ideas visually. It is useful for seeing how various ideas related to one for developing subtopics. Oshima and Hogue stated that the application or the steps of clustering technique. They said that when you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circle around the first circle. The related idea in each small circle may produce even more ideas and therefore more circles around it. They also explain how to develop a topic by using clustering technique.

Steps 1 : Choose one of the topic suggestions, and write it in a large circle in the centre of a piece of paper

²⁷ Rega Giyang Ginara Zetira, Using Clustering Technique to Explore The Ideas In Writing Descriptive Text (The Case of the Tenth Grader of SMA Pegandon in Academic Year 2014/2015),(University of Semarang, 2015), 29.

Steps 2 : Think about the topic for one or two minutes. Then write each new idea that comes into your mind in smaller circles around the large circle.

Steps 3 : Think about the idea in each smaller circle for one or two minutes. Write any new ideas in even smaller circles.

Steps 4 : Look over your groups of circles. Which group is the largest? The largest group of circles is probably the most productive topic for your paragraph.²⁸

3. Recount Text

a. Definition of Recount Text

According to Siahaan the definition of text is the concept or writing as a skill needs to differentiate from writing as a text. A text can be any linguistic unit. It can be word. It can also be a sentence. Besides, it can also be a paragraph. Further, it can also be a text which bigger than a paragraph.²⁹ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which bigger than a paragraph.

According to Knapp and Watkins, recount text is basically written out to make a report about an experience of series related event. A recount is written out to inform an event or to entertain people. Recount text is text

²⁸ Alice Oshima and Ann Hogue, Introduction to Academic Writing Third Edition, (United States of America), 73.

²⁹ Sanggam Siahaan, The English Paragraph, (Yogyakarta: Graha Ilmu:2008), 3.

function as for telling incident in the past.³⁰ While Anderson and Anderson states that recount is a piece of text that retell past events, usually in the order in which they occurred.³¹

b. Purpose of Recount Text

Recount text is a text telling the reader about story, an action or an activity. Its goal is to entertain or inform the reader. To tell an event in the past time chronologically.³²

c. Generic Structure and Language Feature of Recount Text

Generic structure of recount text consists of:

- (1) Orientation : telling who was involved, what happened, where the events took place, and when it happened
- (2) Event : telling what happened and it what sequence the story was told
- (3) Reorientation: consisting of optional-closer of event/ ending.

Table 1: Generic Structure and Language Features of Recount Text

	Structure of Essay	Generic Structure	Language Feature
1	Introductory	Orientation	Dominant Language Features: 1. Using past tense 2. Using Action Verb 3. Using Adjective
2	Body/ Content	Events	
3	Conclusion	Reorientation	

³⁰ Peter Knapp and Megan Watkins, *Genre, Text, and Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales: 2005), 224.

³¹ Mark Anderson and Kathy Anderson, *Text Types in English 2*. (Australia:MacMillan, 1998), 24.

³²Dolar Yuwono, *Writing from practice to Theory: Getting Smart and Cretive to Write*, (Yogyakarta: Magnum Pustaka Utama, 2016)23.

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B. Previous Study

This previous study is reviewed to avoid an imitation. Hence, there are some previous studies intended to enrich or increase students' writing by using clustering technique. They are presented as follows:

The first research was conducted by Rega Giyang Ginara Zetira, State University of Semarang entitles "Using Clustering Techvique to Explore the Ideas in Writing Descriptive Text (The case if the Tenth Graders of SMA 1 Pegandon in the academic year of 2014/2015)"''

This study was Classroom Action Research. There are some statement of the problem: (1) What are the problems faced by the students in descriptive text writing?, (2) How can clustering technique be implemented to explore the idea of descriptive text writing's students?, (3) How can clustering technique improve the students' ideas in writing descriptive text?

From the result of observation, the researcher used Clustering technique as medium to improve the students' ability in writing descriptive text and clustering technique successfully improves the students' ability in writing descriptive text and his technique made them more enthusiastic during teaching and learning processes. It was supported by the observation result in cycle 1 and cycle 2.

The improvement could be seen from the increase of students' mean writing score from 48,91 or 5,72% of the class percentage which passes the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the pre-cycle test, and 65,25 or 40% of the class percentage which passes the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the post- cycle test 1, to 76,51 or 82,86 % of the class percentage which passes the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the post- cycle test 2.

From the students' behavior change, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also make students creative in finding the idea.

The second was conducted by Fikri Fauzi Alawi, Syarif Hidayatullah State Islamic University entitled, *Improving Students' Ability in Writing Description Text Using Clustering Technique*. The research problems was "How can the use of clustering technique improve students' ability in learning descriptive writing?". This study was conducted using Classroom Action Research (CAR) method at eighth grades of MTs. Darul Ma'arif Jakarta.

The result of this research shows that using clustering technique in teaching descriptive writing can improve their writing's ability. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Moreover, the students' achievement in pre-test and post-test showed a significant improvement. The students' mean in 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 means that there was 15.2 points or 30% of man improvement from the students' score in the preliminary study to the first cycle and there was 24.7 points or 49.8% of mean score improvement from the students' score in preliminary study to the second cycle. From this result the researcher concludes that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma'arif Jakarta can improve their writing ability.

From those successes previous studies, this research also uses clustering technique to emphasize whether clustering technique also can be effective at SMPN 1 Mlarak. The differences from previous study are research methodology, research of the problem and place. In this research researcher use Quasi-Experimental and take place in SMPN 1 Mlarak. Besides that, the researcher will do the technique in different types of text. The researcher wants to use the clustering technique in teaching writing on recount text.

C. Theoretical Framework

Theoretical frame work is a concept in the proposal about how the theorist can be related with the factors which are identified as the important problems.

This research is consisting of two variables:

X : Clustering Technique

Y : Teaching Vocabulary on Recount Text

The researcher assumes that student`s evaluation of learning at eighth grade of SMPN 1 Mlarak in academic year 2016/2017 is better while use the clustering technique in teaching writing on recount text.

D. Hypothesis

Hypothesis in his research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

Ha : there are significance differences in writing achievement of the students who taught by clustering technique

Ho : there are not significance differences in writing achievement of the students who taught by clustering technique.

Clustering Technique is effective for teaching writing on recount text to eight grade students SMPN 1 Mlarak Academic 2016/2017.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied a quantitative research design. This research employed quasi-experimental design. This design has a control group, but can be fully controlling variables during experiment held on. Quasi experimental design are similar to randomized experimental design in that involves manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.³³ There are three types of quasi-experimental include a quasi-experimental design: nonequivalent (pre-test and post test) control group design, single-group interrupted time series design, and control group interrupted time series design.³⁴ The researcher used nonequivalent (pre test and post test) control group design for this research. This design included a pre test measures followed by a treatment (for experiment class) and a post test for two groups (control and experiment).

According to John, the design of the research is as bellow:

Experimental	O1	X	O2

Control	O3		O4

³³ Donald Ary, Lucy Cheser Jacobs, Introduction to Research in Education, 8th Edition (Canada: Wadsworth, Cengage Learning, 2010), 316

³⁴ John W. Creswell, Research Design: Qualitative Quantitative and Mixed Methods Approaches (California: SAGE, 2009), 160.

Notes:

- Experiment : the class who is taught using Clustering technique
- Control : the class who is taught without Clustering technique
- O1 : Pre test for the experimental class
- O3 : Pre test for the control class
- X : Treatment
- O2 : Post test for experiment class
- O4 : Post test for the control class³⁵

The goal of the research design that was whether to know the clustering technique effective or not in teaching writing on recount text for Eight Grade at SMPN 1 Mlarak Academic 2016/2017 by comparing students' writing who use clustering technique and who do not use clustering technique.

The researcher tried to express phenomenon through some steps, there are:

1. Pre research step

This step consists of preparing the data which needed before begin the research. For example: determine the experimental and control class, the lesson plan, instrument to get the data, etc.

2. Research step

In this step, the researcher applied clustering technique in experiment class and convention strategy in control class. Data will be conducted from pre-test and post-test.

³⁵ Ibid.,161.

3. Data analysis step

In this section, data which are gotten will be analyzed by the researcher.

- a. Collect the post-test score from experiment and control class.
- b. Test the data with t-test

t-test is one of statistic test which used to test the correctness or error of null hypothesis which declare that between two mean of samples which be taken randomly from the same population, there is no different significant.³⁶ Before do t-test the researcher must find the other result they are: means, standard deviation, and standard error from each variable.

$$T_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

B. Population and Sample

1. Population

Population is defined as all member of any well defined class of people, event or object.³⁷ According to Latief, population is all members of a real or hypothetical set of people, events, or subjects to which educational researchers wish to generalize the results of the research.³⁸ Richards and Schmidt define population as any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be

³⁶ Retno widyanigrum, Statistika (Yogyakarta: Pustaka Felicha, 2011), 151.

³⁷ Donald Ary, Introduction to Research in Education, 148.

³⁸ Mohammad Adnan Latief, Research Methods on Language Learning an Introduction (Malang: UM Press, 2014), 181.

taken.³⁹ From that statement it can be said that population is the research object as a target to get and collect data.

In this research, the researcher took the eighth grade students of SMPN 1 Mlarak in academic year 2016/2017 as a population. The total numbers of population were 152 students. It consists of 7 classes there are VIII A until VIII G

2. Sample

Sample is a portion of a population.⁴⁰ Latief notes that sample is a small group of people selected to represent the much larger entire population from which it is drawn.⁴¹ Then, Richards and Schmidt claims that sample is any group of individuals that is selected to represent a population.⁴² In this research, researcher applies cluster random sampling at the sampling technique. Thus, cluster random sampling or sample area (group) is determined based on the sampling areas or groups that exist in the population such as school, class, region, and not individual.⁴³ The researcher chose this sampling technique because cluster random sampling was easier in the implementation and manageable than the other technique.

³⁹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Harlow: Pearson, 2010), 443.

⁴⁰ *Ibid.*, 148.

⁴¹ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, 181.

⁴² Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Harlow: Pearson, 2010), 506.

⁴³ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta, 1997), 127.

In this study the researcher took two classes at eighth grade that used as a sample. One class for experiment and another on for control class which have a criteria that the students have same capability. Those classes are eight C and Eight F that each class consists of 22 students. The respondent of this research are the students in the class eight C and Eight F. it consist of 44 students that each class consists of 22 students.

C. Instrument of data Collection

Instrument is an implementation used for a particular purpose especially for dedicate or scientific work. In this research instrument to collect data was test. Test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.⁴⁴

The use of the instrument of the research should be made as appropriate as possible in order to get correct data. To gain an effective of English teaching writing by using clustering technique, this research used experiment research that consists both experimental and control classes as the subjects. For the instrument, this study used test those pre-test and post-test to both classes to collect the data.⁴⁵

Instrument of data collection can show as the table below:

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 193.

⁴⁵Louis Cohen, *Research Method in Education*,(USA:Routledge,2007), 276.

Title of Research	Variable	Indicator	Subject	Technique	No. Item
The Effectiveness of Clustering Technique in Teaching Writing on Recount Text at Eight Grade SMPN 1 Mlarak Academic Year 2016/2017	Clustering technique Teaching writing on recount text	The step of using clustering technique The students are able to write recount text	The eighth grade students of SMPN 1 Mlarak in Academic Year 2016/2017	Test	Paragraph

Before the tests were used, the instrument test had to be done on the tests to see whether the instrument met the requirement of validity and reliability.

1. Validity test

Validity is the most important consideration in developing and evaluating measuring instruments.⁴⁶ Validity is one of crucial requirements which had to be tested in a research instrument.⁴⁷ The test is said valid if it measures what it is designed to be measured.

To gain the validity of the instrument, the writer used content validity and face validity. The test was said to have content validity if the test was a typical example of the content of the test which was designed to be measured.

⁴⁶ Donal Ary, Introduction to Research in Education,

⁴⁷ J.B. Heaton, writing English Language Test, (New York: Longman, 1995),159.

The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent.⁴⁸ Meanwhile, the test was said to have face validity if it looked like it measured what was supported to be measured.⁴⁹ Thus, to attain face validity, the direct testing was used in this research because it required the students to directly perform the writing achievement on recount text that the researcher intended to be tested.

Furthermore, to achieve the face validity and content validity of the instrument (pre-test and post-test). More importantly, the researcher made sure that the instrument was valid by making the relevance of the objective of the test, the instruction of the test, and the indicator with the SKKD (Standar Kompetensi dan Kemampuan Dasar) which is based on KTSP 2006.

2. Reliability test

Richards and Schmidt defines reliability as a measure of the degree to which a test gives consistent results.⁵⁰ Reliability is the consistency of the score from the assessment when it is done with the same instrument at another time.⁵¹ A test is reliable if it has same result in different occasions or if it used by different people. To achieve reliability of instrument, the researcher used

⁴⁸ Ibid.,160.

⁴⁹ Ibid.,159.

⁵⁰ Jack C. Richards and Richard Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics,495.

⁵¹ J.B. Heaton, writing English Language Test,162.

scoring rubric (analytic scoring) to score the students' writing pretest and posttest.

To assess the eighth grade students' writing on recount text, the writer used the analytic recount writing content rubric from Jacob rubric which was modified by the researcher to suit her own purposes. Furthermore, the writing rubric was suited to the level of the students' and the purpose of the test.

D. Technique of Data Collection

In data collection, there are two techniques to collect the data in this study. They are test and documentation. The test is used to gain primary data. The test was constructed by the researcher based on the standardized procedures of making test. The test was divided into two parts. They were the test for students that used clustering technique in teaching writing on recount text and test for students that not used clustering technique in teaching writing on recount text. The test was to gain information about the students writing after teaching writing process finish. Meanwhile, documentation is conducted to fulfill the supporting data.

1. Test

Test is a set of question or practice or other tools which is used to measure skill, intelligence, ability or talent individual or group. According to Brown, test is method of measuring person's ability, knowledge or

performance in a given domain.⁵² According to Penny Ur, It is often conventionally assumed that tests are mostly used for assessment: the test give a score which is assumed to define the level of knowledge of the tested.⁵³ The researcher used test to get the data about the students' writing achievement on recount text, so it can be known the significant difference on students who are taught clustering technique and who those are not.

2. Documentation

Documentation is the technique of collecting data which is taken from written such as books, newspaper, opinion, which related of the research.⁵⁴ In this research documentation used to find the supporting data included history of school, geographies location, vision, mission, and purpose of school.

E. Technique of Data Analyzing

After collecting data, the next step to be done by researcher is how to analyze those data. The purpose of this step is to arrange and interpret data, to know the effectiveness of clustering technique in teaching writing. In this case, researcher counts the data to answer statement of the problem and try to test the hypothesis.

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous.

⁵² H. Douglas Brown, *Language Assessment* (San Fransisco: Longman Ltd), 3

⁵³ Penny Ur, *A Course in Language Teaching* (Cambridge University Press:1996),33.

⁵⁴ *Ibid.*,158.

Therefore, normality and homogeneity test be provided.

1. Normality

This research used Kolmogorov-Smirnov to test normality. Each of two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows:

a. Formulated Hypothesis

Ho : the data were not normality distributed

Ha : the data were normality distributed

b. Calculate the average (mean) and Standard of Deviation to create a table

$$M_x = \frac{\sum fX}{n}$$

$$SD_x = \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

c. Calculating the value of fkb

d. Calculated each frequency divided by the number of data (f/n)

e. Calculating each fkb divided by the number of data (fkb/n)

f. Calculated the value of Z by the formula X is the original value of data and μ is the population mean can be estimated using the average of the sample or the mean while σ was the standard deviation of sample values.

Z values would be calculated each value after sorted smallest largest.

$$Z = \frac{X - \mu}{\sigma} \text{ or } Z = \frac{X - M_x}{SD_x}$$

g. Calculate $P \leq Z$

- h. For a_2 values obtained from the difference between columns 5 and 7 (fkb/n and $P \leq Z$)
- i. For a_1 values obtained from the difference between columns 4 and 8 (f/n and a_2)
- j. Comparing the highest number a_1 with Kolmogorov-Smirnov table
- k. Test the Hypothesis
- l. If a_1 maximum < Kolmogorov-Smirnov table receive H_a and data is normal distribution.⁵⁵

2. Homogeneity

The researcher used Harley of test homogeneity. Homogeneity test is the variance ratio test between two groups or more.⁵⁶ This can be tested by Harley test.

$$F(\max) = \frac{\text{Var max}}{\text{var min}} = \frac{SD^2 \max}{SD^2 \min}$$

The steps of analyzing homogeneity test as follows:

- a. Make a frequency distribution table
- b. Calculated SD formula

$$SD_x = \sqrt{\frac{\sum fX^2}{n_x} - \left(\frac{\sum fX}{n_x}\right)^2}$$

$$SD_y = \sqrt{\frac{\sum fX^2}{n_y} - \left(\frac{\sum fX}{n_y}\right)^2}$$

⁵⁵ Retno Widyaningrum, *Statistika Edisi Revisi* (Ponorogo: STAIN Ponorogo Press)

⁵⁶ *Ibid.*, 214

c. Using the Formula Harley :

$$F (\max) = \frac{Var \max}{var \min} = \frac{SD^2 \max}{SD^2 \min}$$

d. Comparing F (max) result calculated with F (max) table, with db = (n-1 ; k)

3. Analyzing data using T test

The technique of data analysis in this research is t- test. T test is used to determine whether the means of two groups are statically different from one another. t-test it can be used to determine if two tests of data are significantly different from each other.

This is to identify the effectiveness of clustering technique in teaching writing on recount text.

The formula of t- test to analyze the data is as follows:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Notes:

t_o = t – test

M_1 = Mean of variable X

M_2 = Mean of variable Y

$SE_{M_1 - M_2}$ = Standard error between the mean of variable I and variable II⁵⁷

⁵⁷ Retno Widyanigrum, Statistika Edisi Revisi (Jogjakarta: Pustaka Felicha, 2014), 152.

The steps to conduct t-test are as follows:⁵⁸

- a. Count mean of variable I and II

$$M_1 = M_1 + i \left(\frac{\sum fx'}{n_1} \right) \quad M_2 = M_2 + i \left(\frac{\sum fx'}{n_2} \right)$$

- b. Count standard deviation of variable I and II

$$SD_1 = i \sqrt{\frac{\sum fx'^2}{n_1} - \left(\frac{\sum fx'}{n_1} \right)^2} \quad SD_2 = i \sqrt{\frac{\sum fx'^2}{n_2} - \left(\frac{\sum fx'}{n_2} \right)^2}$$

- c. Count mean error standard of variable I and II

$$SE_{M_1} = \frac{SD_1}{\sqrt{n_1 - 1}} \quad SE_{M_2} = \frac{SD_2}{\sqrt{n_2 - 1}}$$

- d. Count coefficient correlation 'r' Product Moment

$$r_{xy} = \frac{\frac{\sum fx'y'}{n} - (cx')(cy')}{SDx' SDy'}$$

- e. Count different error standard between mean of variable I and II

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2 - 2r_{xy} \cdot SE_{M_1} \cdot SE_{M_2}}$$

- f. Count 't'

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

⁵⁸ Ibid, 172

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher reports the research location, data description, data analysis, and discussion.

A. Research Location and Time of the Research

1. General Location

The researcher conducted the research at SMPN 1 Mlarak in academic year 2016/2017. It located in the Joresan village at Mlarak district Ponorogo.

SMPN 1 Mlarak supported by professional educator with educational qualifications S1 and S2. At its inception (1982) SMPN 1 Mlarak only has a few classes and now has developed into 20 classes with more complete facilities. The school is located on Highway Mlarak number 2. SMPN 1 Mlarak continues to develop themselves and now aligned with another school in the town of Ponorogo. While it continue carved achievement both in academic and non-academic.

SMPN 1 Mlarak used Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum is developed from standard of content by school based on

their context and potential. They improve the curriculum based on the demand of the time. They use KTSP for all subjects.⁵⁹

2. Time of the Research

This research was conducted in May, 6th – 22th 2017. The schedule for experiment and control class can be seen in the table below:

Table 4.1 Experiment Class Schedule

Date	Activities
May, 6 th 2017	Pre-test
May, 13 st 2017	First treatment
May, 18 th 2017	Second treatment
May, 20 th 2017	Post-test

Table 4.2 Control Class Schedule

Date	Activities
May, 8 th 2017	Pre-test
May, 15 nd 2017	First treatment
May, 18 th 2017	Second treatment
May, 22 th 2017	Post-test

B. Data Description

The population that was used in this research was eighth grade student of SMPN 1 Mlarak Ponorogo in academic year 2016/2017. The total number populations were 152 students. The researcher took 44 students as a sample. From the 44 students as sample, the researcher divided them into two classes. Each class consisted of 22 students. The first class as experimental class was taught

⁵⁹Look at Appendix 5

using Clustering technique and the second group as control group was not being taught using clustering technique.

1. Procedure of Experiment Class

This research used experimental research which made two classes as the samples; those were VIII C as experiment class and VIIF as a control class. The number of the experiment class was 22 students. They had followed pre and post test that conducted by the researcher.

Firstly, the students were given pre test to make them in some condition or homogeneity before beginning the research. It was hold on May, 6th 2017. The form test was essay form in recount text with the topic personal experience. This test spent 80 minutes.

Secondly, the first treatment of clustering technique held on May, 13th 2017. The material was recount text. The teacher explains definition, functions, generic structure and language feature of recount text. After that, the students made a group to identify the generic structure of the text recount.

Thirdly, the second treatment held on May, 18th 2017 the material was recount text too. But in this case, explain steps of clustering technique. Start from choose one of the topic and write it in a large circle in the central of a piece of paper. Then write each new idea that come into your mind in smaller circles around the large circle. After the students understand steps of clustering technique, they made a group then should make a clustering chart with their group based on the text.

Fourthly, that was post test. It was hold on May, 20th 2017. It used to measure whether the clustering technique is success or not in teaching writing on recount text. In post test spent 80 minutes too.

2. Procedure of Control Class

The second class VIII F as a control class. The number of the control class was 22 students. They had followed pre and post test too that conducted by the researcher. There are four meeting for the control class. The procedure of control class is same with the procedure of experiment class.

Firstly, the students were given pre test; it was hold on May, 8th 2017. The form test was essay form in recount text with the topic personal experience. This test spent 80 minutes.

Secondly, the first treatment with the normal mode of instruction that is three phase technique held on May, 15th 2017. The material was recount text. The teacher explains definition, functions, generic structure and language feature of recount text.

Thirdly, the second treatment held on May, 18th 2017 the material was recount text too. The teacher reviews it materials. Then, the students made a group and the teacher gave some text to identify the generic structure of the text recount. And then, the teacher gave exercise to the student to arrange the jumble paragraph into the good text recount. After finished, the exercise one of the students read the recount text in front of the class.

Fourthly, that was post test. It was hold on May, 22th 2017. The form test of post test was essay form in recount text with the topic personal experience. In post test spent 80 minutes too.

3. The Score of Experimental Class Pre test and Post test

The data were collected from the result of the students' score of pre test and post test in experimental class. The following are the description of the students' score in the experimental class:

Table 4.3
The Students' score of Experimental Class (X)

No	Name	Pre test	Post test	Gained score
1	Aprillia Joan Diyana	71	88	17
2	Dhiyau Ainawa Al-Faida	59	85	26
3	Dimas Aditya Pradana	58	78	20
4	Dimas Fandy Eko P	45	75	30
5	Dini Anggraini	43	67	24
6	Eko Bagas Setyaji	60	66	6
7	Faizal Fathulloh Aziz	43	69	26
8	Fayi' Wirda Laila	66	95	29
9	Gurit Khrisna Eka Satria	56	76	20
10	Isti 'Adzatu Nafi'ah	66	77	11
11	Moch. Fadli rengga p	64	80	16
12	Nabila Puspita Sari	69	77	8
13	Pria Budi Setiawan	75	81	6
14	Ragil Pujo Santoso	48	60	12
15	Rahmad Setyonugroho	45	67	22
16	Ramdhan Aji Mukti	67	75	8
17	Rezza Ardian Pangestu	69	75	6
18	Rima Susilowati	70	81	11
19	Rinelda Hagnyawati	76	83	7
20	Salsa Alinda	62	77	15
21	Satria Ikhsan Nurkholis	68	73	5
22	Yenni Diah Rahmawati	70	81	11
	Σ	1350	1686	336
	Mean	61,36	76,63	15.27

Based on the result of pre test in experimental class, the data showed that the mean score of pre test was 61.36 from the 22 students. Actually, the minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) in SMPN 1 Mlarak was 75. Meanwhile, the result of pre test was two students who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) and the other 20 students were below the minimum mastery criterion. Moreover, the highest score in the test is 75 obtained by 2 students and lowest score in the pre test was 43 and it was obtained by 2 students. From that analyzing, it could be seen that most of the VIII C class students' writing ability in writing recount text was still very low.

Further, the description from the table above also presented the score of post test. The score which was gained after the treatment of clustering technique was done.

According to the result of post test above, it could be see that the mean of post test was improved and it was 76.63. Moreover, the mean of gained score was 15.27. There were six students who did not pass the Minimim Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) and the other students passed the minimum mastery criterion.

From the description of score in experimental class above, the highest score of posttest was 95 obtained only by one student and the lowest score in post test was 60 obtained only by one student. From the data description

above, it could be concluded that there was positive effect of using clustering technique in teaching writing on recount text.

4. The score of Control Class Pre test and Post test

The data were collected from the result of the students' score of pre test and post test in experimental class. The following are the description of the students' score in the control class:

Table 4.4
The Students' score of Control Class (Y)

No.	STUDENTS	Pre test	Post test	Gained score
1	Amanda Kartika Zainiyah	73	75	2
2	Anisa Aprilia Putri	68	72	4
3	Ayu Hanna Rofiqoh	43	58	15
4	Hendra Siswowododo	56	70	14
5	Indrik Dita Santoso	43	49	6
6	Juwito Bayu Laksono	64	67	3
7	Mohammad Rohim	58	64	6
8	Nabylla Dwi Ananda P	56	68	12
9	Nofeli Putri Eka Rahayu	74	80	6
10	Nova Shinta Dewi	68	68	0
11	Oktavia Wahyu Putri	58	60	2
12	Rendy Riyansyah	63	68	5
13	Rivriana Hirmawati	66	70	4
14	Siti Nur Aziezah	64	68	4
15	Sri Lestari	70	73	3
16	Sugeng Islamuddin Cahyo S.	49	58	9
17	Syahrul Dwi A	72	78	6
18	Tantri Sepfitriani	59	69	10
19	Try Tegar Jati Kuncoroadi	63	67	4
20	Wahyu Adi Prasetyo	66	67	1
21	Welli Kristanto	55	66	11
22	Yulia Dela P S	75	78	3
	Σ	1363	1493	130
	Mean	61,95	67,86	5,90

Based on the results of pre test in the control class. The data showed that the mean score of pre test was same as in experimental class just different on comma. It was 61.95 from 22 students. Actually, the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in SMPN I Mlarak was 75. Meanwhile, the result of pre-test was only one student who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) and the other 21 students were below the minimum mastery criterion. Moreover, the higher score in pre test was 75 obtained by nothing student and the lowest score in pre test in pre test were 43; it was obtained by 2 students. From that analyzing, it could be seen that most of the VIII F class also still had low ability in writing recount text.

Further, the description from the table above also presented the score of post test. The score which was gained after teaching and learning process that did not use the clustering technique but used three phase technique was done.

According to the result of post test above, it could be seen that the mean of post test on control class also improved, it was 67.86 and the mean of gained score was 5.90. There were 18 students who did not pass and almost the members of control class did not pass the minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) and the other 4 students passed the minimum mastery criterion. From the description of score in the control class above, the highest score the post test was 80 obtained only by one student and

lowest score in post test was 49; it was obtained only by one student too. From the differences in students' score above, it could be seen that also there is positive improvement of the students' achievement in learning English written.

Nevertheless, from the result of post test showed that the score were still below of the minimum mastery criterion in SMPN 1 Mlarak. It believed that the class which was not taught using clustering technique still need struggle to pass the minimum mastery criterion.

For all over, the differences in students score in table 4.1 and table 4.2, it can be concluded that there is positive effect of using clustering technique in learning English written.

5. The Result of Assumption Test for Parametric Statistic

a. Normality Test

Normality test was conducted to known whether distribution was normal distribution or not.⁶⁰ For this test, it would be proposed the hypothesis as follow:

Ho: the data was normal distribution

Ha: the data was not normal distribution

The result of normality test on both experimental and control class' post test was used Kolmogorov-Smirnov test of normality. The result which was gotten as follow:

⁶⁰ Retno Widyaningrum,

Table 4.5 Normality of Data and Calculation of The students' post test in Experimental class

X	f	f X	X ²	fX ²
95	1	95	9025	9025
88	1	88	7744	7744
85	1	85	7225	7225
83	1	83	6889	6889
81	3	243	6561	19683
80	1	80	6400	6400
78	1	78	6084	6084
77	3	231	5929	17787
76	1	76	5776	5776
75	3	225	5625	16875
73	1	73	5329	5329
69	1	69	4761	4761
67	2	134	4489	8978
66	1	66	4356	4356
60	1	60	3600	3600
Σ	Σf=22	ΣfX=1686	ΣX²=89793	ΣfX²=130512

Calculate Mean of Variable X:

$$M_x = \frac{\sum fX}{n}$$

$$M_x = \frac{1686}{22}$$

$$M_x = 76,6363$$

Calculate the Standard of Deviation score of Variable X:

$$SD_x = \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

$$SD_x = \sqrt{\frac{130512}{22} - \left(\frac{1686}{22}\right)^2}$$

$$SDx = \sqrt{5932,3636 - (76,6363)^2}$$

$$SDx = \sqrt{5932,3636 - 5873,1224}$$

$$SDx = \sqrt{50,241}$$

$$SDx = 7.0881$$

Table 4.6 The Results of Normality Test For Experiment Class

X	F	f Kb	f/n	f Kb/n	Z	P<Z	a ₁	a ₂
1	2	3	4	5	6	7	8	9
95	1	22	0.0455	1	2.5908	0.09952	0.0048	0.0407
88	1	21	0.0455	0.9545	1.6032	0.9452	0.0093	0.0362
85	1	20	0.0455	0.909	1.1799	0.879	0.03	0.0155
83	1	19	0.0455	0.8636	0.8978	0.8133	0.0503	-0.0048
81	3	18	0.1363	0.8181	0.6156	0.7291	0.089	0.0473
80	1	15	0.0455	0.6818	0.4746	0.6808	0.001	0.0445
78	1	14	0.0455	0.6363	0.1924	0.5753	0.061	-0.0155
77	3	13	0.1363	0.5909	0.0513	0.5199	0.071	0.0653
76	1	10	0.0455	0.4545	-0.0897	0.4381	0.0164	0.0291
75	3	9	0.1363	0.409	-0.2308	0.409	0	0.1363
73	1	6	0.0455	0.2727	-0.513	0.305	-0.0323	0.0778
69	1	5	0.0455	0.2272	-1.0773	0.1423	0.0849	-0.0394
67	2	4	0.0909	0.1818	-1.3595	0.0885	0.0933	-0.0024
66	1	2	0.0455	0.0909	-1.5006	0.0668	0.0241	0.0214
60	1	1	0.0455	0.0455	-2.3471	0.0096	0.0359	0.0096

$D_{(0,05,22)}$ from index sample Kolmogorov-Smirnov was 0,294

Ho was accepted if a_1 maximum $\leq D_{\text{index}}$

Because the maximum value of a_1 was 0,1363 in which the index was less than the D index, so the decision was to accept H_0 , which meant the data was normally distributed.

Table 4.7 Normality of Data and Calculation of The students' post test in Control class

Y	f	fY	Y ²	fY ²
80	1	80	6400	6400
78	2	156	6084	12168
75	1	75	5625	5625
73	1	73	5329	5329
72	1	72	5184	5184
70	2	140	4900	9800
69	1	69	4761	4761
68	4	272	4624	18496
67	3	201	4489	13467
66	1	66	4356	4356
64	1	64	4096	4096
60	1	60	3600	3600
58	2	116	3364	6728
49	1	49	2401	2401
Σ	Σ f=22	Σ fY=1493	Σ Y²=65213	Σ fY²=102411

Calculate Mean of Variable Y:

$$M_y = \frac{\sum fY}{n}$$

$$M_y = \frac{1493}{22}$$

$$M_y = 67,8636$$

Calculate the Standard of Deviation score of Variable Y:

$$SD_y = \sqrt{\frac{\sum fY^2}{n} - \left(\frac{\sum fY}{n}\right)^2}$$

$$\begin{aligned}
 SDy &= \sqrt{\frac{102411}{22} - \left(\frac{1493}{22}\right)^2} \\
 SDy &= \sqrt{4655,0455 - (67,8636)^2} \\
 SDy &= \sqrt{4655,04 - 5873,1224} \\
 SDy &= \sqrt{49,5773} \\
 SDy &= 7.0411
 \end{aligned}$$

Table 4.8 The Results of Normality Test For Control Class

Y	f	f Kb	f/n	f Kb/n	Z	PZ	a	a
80	1	22	0.0455	1	2	0.9573	0.0427	0.0028
78	2	21	0.0909	0.9545	1.4396	0.9236	0.0309	0.06
75	1	19	0.0455	0.8636	1.0135	0.8438	0.0198	0.0257
73	1	18	0.0455	0.8181	0.7695	0.7642	0.0539	-0.0084
72	1	17	0.0455	0.7727	0.5874	0.719	0.0537	-0.0082
70	2	16	0.0909	0.7272	0.3034	0.6179	0.1093	-0.0184
69	1	14	0.0455	0.6363	0.1614	0.5639	0.0724	-0.0269
68	4	13	0.1818	0.5909	0.0194	0.504	0.0869	0.0949
67	3	9	0.1363	0.409	-0.1226	0.4522	-0.0432	0.1795
66	1	6	0.0455	0.2727	-0.2647	0.3974	-0.1247	0.1702
64	1	5	0.0455	0.2272	-0.5481	0.2946	-0.0674	0.1129
60	1	4	0.0455	0.1818	-1.1168	0.1335	0.0483	-0.0028
58	2	3	0.0909	0.1363	-1.4008	0.0808	0.0555	0.0354
49	1	1	0.0455	0.0455	-2.6791	0.0038	0.0417	0.0038

$D_{(0,05,22)}$ from index sample Kolmogorov-Smirnov was 0,294

H_0 was accepted if a_1 maximum $\leq D_{\text{index}}$

Because the maximum value of a_1 was 0,1795 in which the index was less than the D index, so the decision was to accept H_0 , which meant the data was normality distributed.

b. Homogeneity test

After finishing the normality test, the homogeneity test was also required as a prerequisite analysis test. Homogeneity test is the variance ratio test between two groups or more.⁶¹ To calculate homogeneity test, the researcher used Harley test. The following is the result which was obtained from this calculation:

$$F(\max) = \frac{\text{Var max}}{\text{var min}} = \frac{SDX^2 \max}{SDy^2 \min}$$

$$F(\max) = \frac{\text{Var max}}{\text{var min}} = \frac{(7.0881)^2}{(7.0411)^2}$$

$$F(\max) = \frac{\text{Var max}}{\text{var min}} = \frac{50,2411}{49,5770}$$

$$F(\max) = 1,0134$$

$$Db = n-1; k$$

$$Db = 22-1; 2$$

$$Db = 21; 2$$

Ho : data is homogenous

Ha : data is not homogenous

Fmax index is 2,95

So, Fmax was 1,0134 in which the index was less then the F max index (2.95), so the decision was to accept Ho, which meant the data was homogeny distributed.

⁶¹Retno Widyaningrum,212.

c. Data Analysis

1. The Analysis of Students' Post Test of Experimental Group

To obtain data, the researcher uses writing comprehension test to 22 students for experimental class and 22 students for control class, to know the writing skill students at the seventh grade of SMPN 1 Mlarak academic year 2016/2017 effective or not, the researcher applied "t" test formula as stated below.

The first step is calculate the interval and class for make the table distribution:

$$I = \frac{R}{K}$$

$$K = 1 + 3,322 \log n$$

$$K = 1 + 3,322 \log 22$$

$$K = 1 + (3,322 \times 1,3424)$$

$$K = 1 + 4,4595$$

$$K = 5,4595 \rightarrow (6)$$

$$\text{Highest score} = 95$$

$$\text{Lowest score} = 60$$

$$R = H - L$$

$$R = 95 - 60 = 35$$

$$I = \frac{R}{K} = \frac{35}{6} = 5,8333 \rightarrow (6)$$

So, from the data statistic above, it is known that the total range (R) is 35, the total of class (K) is 6 and interval (I) is 6.

Table 4.9

The Computation of Students' Post Test in Experimental Class

Interval	f	X	fk _b	fk _a	x'	fx'	(x') ²	(f x') ²
90 – 95	1	92,5	22	1	3	3	9	9
84 – 89	2	86,5	21	3	2	4	4	8
78 – 83	6	80,5	19	9	1	6	1	6
72 – 77	8	74,5	13	17	0	0	0	0
66 – 71	4	68,5	5	21	-1	-4	1	4
60 – 65	1	62,5	1	22	-2	-2	4	4
Σ	22	-	-	-	-	5	19	31

a) Finding Average (Mean) of the variable X

$$M_X = M' + \left(\frac{\sum fx'}{n} \right) \times i$$

$$M_X = 74,5 + \left(\frac{7}{22} \right) \times 6$$

$$M_X = 74,5 + (0,3182 \times 6)$$

$$M_X = 74,5 + 1,9092$$

$$M_X = 76,4092$$

b) Look for SD_X

$$SD_X = i \cdot \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2}$$

$$SD_x = 6 \cdot \sqrt{\frac{31}{22} - \left(\frac{7}{22}\right)^2}$$

$$SD_x = 6 \cdot \sqrt{1,4090 - 0,3182^2}$$

$$SD_x = 6 \cdot \sqrt{1,4090 - 0,1012}$$

$$SD_x = 6 \cdot \sqrt{1,3078}$$

$$SD_x = 6 \times 1,1436$$

$$SD_x = 6,8616$$

From the calculation above, it is known $M_x = 76,4092$ and $SD_x = 6,8616$

2. The Analysis of Students' Post Test of Control Group

The first step is calculate the interval and class for make the table distribution:

$$I = \frac{R}{K}$$

$$K = 1 + 3,322 \log n$$

$$K = 1 + 3,322 \log 22$$

$$K = 1 + (3,322 \times 1,3424)$$

$$K = 1 + 4,4595$$

$$K = 5,4595 \rightarrow (6)$$

$$\text{Highest score} = 80$$

$$\text{Lowest score} = 49$$

$$R = H - L$$

$$R = 80 - 49 = 31$$

$$I = \frac{R}{K} = \frac{31}{6} = 5,1667 \rightarrow (6)$$

So, from the data statistic above, it is known that the total range (R) is 35, the total of class (K) is 6 and interval (I) is 6.

Table 4.10
The Computation of Students' Post Test in Experimental Class

Interval	f	Y	fk _b	fka	y'	fy'	y' ²	fy' ²
80 – 85	1	82,5	22	1	2	3	4	4
73 – 79	4	76,5	21	5	1	4	1	4
67 – 72	11	69,5	17	16	0	0	0	0
61 – 66	2	63,5	6	18	-1	-2	1	2
55 – 60	3	67,5	4	21	-2	-6	4	12
49 - 54	1	51,5	1	22	-3	-3	9	9
Σ	22	-	-	-	-	-5	19	31

So, from the data statistic above, it is known that the total range (R) is 35, the total of class (K) is 6 and interval (I) is 6.

a) Finding the Average (Mean) of the variable Y

$$M_Y = M' + \left(\frac{\sum fY'}{n} \right) \times i$$

$$M_Y = 69,5 + \left(\frac{-5}{22} \right) \times 6$$

$$M_Y = 69,5 + (-0,2272 \times 6)$$

$$M_Y = 69,5 + (-1,3632)$$

$$M_Y = 68,1368$$

b) Look for SD_y

$$SD_y = i \cdot \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$SD_y = 6 \cdot \sqrt{\frac{31}{22} - \left(\frac{-5}{22}\right)^2}$$

$$SD_x = 6 \cdot \sqrt{1,4090 - (-0,2272)^2}$$

$$SD_x = 6 \cdot \sqrt{1,4090 - 0,0516}$$

$$SD_x = 6 \cdot \sqrt{1,3574}$$

$$SD_x = 6 \times 1,1650$$

$$SD_x = 6,99$$

From the calculation above, it is known $M_x = 68,1368$ and $SD_x = 6,99$

3. Testing Hypothesis (t_{test})

From both tables above, the researcher compare the mean score of students' writing Achievement taught using clustering technique (X) and the students' writing achievement not being taught using clustering technique (Y) with this steps:

a) Finding Average (Mean) of the variable X and Y

$$M_x = M' + \left(\frac{\sum fx'}{n}\right) \times i$$

$$M_X = 74,5 + \left(\frac{7}{22}\right) \times 6$$

$$M_X = 74,5 + (0,3182 \times 6)$$

$$M_X = 74,5 + 1,9092$$

$$M_X = 76,4092$$

$$M_Y = M' + \left(\frac{\sum fY'}{n}\right) \times i$$

$$M_Y = 69,5 + \left(\frac{-5}{22}\right) \times 6$$

$$M_Y = 69,5 + (-0,2272 \times 6)$$

$$M_Y = 69,5 + (-1,3632)$$

$$M_Y = 68,1368$$

b) Look for SDx and SDy

$$SD_X = i \cdot \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$SD_X = 6 \cdot \sqrt{\frac{31}{22} - \left(\frac{7}{22}\right)^2}$$

$$SD_X = 6 \cdot \sqrt{1,4090 - 0,3182^2}$$

$$SD_X = 6 \cdot \sqrt{1,4090 - 0,1012}$$

$$SD_X = 6 \cdot \sqrt{1,3078}$$

$$SD_X = 6 \times 1,1436$$

$$SD_X = 6,8616$$

$$SD_Y = i \cdot \sqrt{\frac{\sum fy'^2}{n} - \left(\frac{\sum fy'}{n}\right)^2}$$

$$SD_y = 6 \cdot \sqrt{\frac{31}{22} - \left(\frac{-5}{22}\right)^2}$$

$$SD_x = 6 \cdot \sqrt{1,4090 - (-0,2272)^2}$$

$$SD_x = 6 \cdot \sqrt{1,4090 - 0,0516}$$

$$SD_x = 6 \cdot \sqrt{1,3574}$$

$$SD_x = 6 \times 1,1650$$

$$SD_x = 6,99$$

c) Determining standard error mean Variable X and Y

$$SE_{MX} = \frac{SD_x}{\sqrt{n-1}}$$

$$SE_{MX} = \frac{6,8616}{\sqrt{22-1}}$$

$$SE_{MX} = \frac{6,8616}{\sqrt{21}}$$

$$SE_{MX} = \frac{6,8616}{4,5826}$$

$$SE_{MX} = 1,4973$$

$$SE_{MY} = \frac{SD_y}{\sqrt{n-1}}$$

$$SE_{MY} = \frac{6,99}{\sqrt{22-1}}$$

$$SE_{MY} = \frac{6,99}{\sqrt{21}}$$

$$SE_{MY} = \frac{6,99}{4,5826}$$

$$SE_{MY} = 1,5253$$

d) Difference standard error of the means variable X and variable Y

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$SE_{M_x - M_y} = \sqrt{(1,4973)^2 + (1,5253)^2}$$

$$SE_{M_x - M_y} = \sqrt{2,2419 + 2,3265}$$

$$SE_{M_x - M_y} = \sqrt{4,5684}$$

$$SE_{M_x - M_y} = 2,1374$$

e) T_0 Score

$$T_0 = \frac{M_x - M_y}{SE_{M_x} - SE_{M_y}}$$

$$T_0 = \frac{76,4092 - 68,1368}{2,1374}$$

$$T_0 = \frac{8,2724}{2,1374}$$

$$T_0 = 3,8703$$

d. Interpretation and Discussion

Based on computation above, it was shown that the different coefficient of student taught using clustering technique and student not being taught using clustering technique. The results of the statistic calculation indicated that the value of hypothesis test (t_0) is 3,8703 from the computation above would be compared to the “t” index (t_t) with the condition stated below:

If the $t_0 \geq t_t$, H_a was accepted, it mean that the mean different of both variables was significant different. t_0 determine t_0 was checking db and consulted with the t_t score:

$$Db = (nX + nY) - 2$$

$$Db = (22 + 22) - 2$$

$$Db = 42$$

From the score above, the researcher could know that 5% significant level $t_0 = 3,8703$ and $t_t = 2.02$. Based on this statement, the researcher interpret that there was a significant different between the student taught using clustering technique and students not being taught clustering technique in writing achievement. It implies that the student using clustering technique achieve better in writing achievement.

So alternative Hypothesis (H_a) that stated the student using clustering technique will achieve better score in writing was accepted. In other word, technique of clustering was effective in improving students' writing achievement at the eighth grade of SMPN 1 Mlarak in academic year 2014/2015.

It is suitable with previous study from Rega Giyang Ginara Zetira that clustering technique successfully improves the students' ability and this technique made them more enthusiastic during teaching and learning processes.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of data analysis, it was known that there is significance difference on students writing achievement who are taught using clustering technique and who taught without clustering technique. It can be proved that the result of the statistic calculation indicated that the value of $t_0 = 3.8703$ and the value of $db = 42$ with significance level 5% is 2.02. Comparing t_0 with t_{table} , the researcher find that t_0 is higher than t_{table} . The result showed that t-test (t_0) > t_{table} (t_t) = $3.8703 > 2.02$. Since t_0 is higher than t_{table} , it can be concluded that the alternative hypothesis (H_a) is accepted. From the research finding that the students show their improvement significantly in writing of recount text using clustering technique.

B. Suggestion

The researcher wants to give some suggestions that might be useful for teachers, students and future researchers.

1. For the teacher

The teacher should deliver the material more creatively and also pay attention to the students' activity during teaching learning process. The teacher should be able to select the appropriate technique in teaching because each technique

has advantages and disadvantages. The teacher also should be more creative in providing the topic which can make students interested in writing activity.

2. For the students

The students should be creative in learning writing not just depending on the material given by the teacher in the classroom. The students' should try more in learning writing and manage their time to improve their vocabulary and their knowledge about grammar and type of text. The students' also could practice writing using clustering technique.

3. For the next Researcher

For the next researcher, the researcher hopes that the results of this study will be useful for the next researcher who will conduct a research about the some case in different field of study. This research expected can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing.

