



The Effect Of Clustering Technique In Teaching Writing Recount Text At SMA Negeri 3 Pematangsiantar

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Abstrak

Tujuan dari penelitian ini adalah untuk melihat bagaimana strategi clustering mempengaruhi pembelajaran menulis teks recount di SMA Negeri 3 Pematangsiantar. Subjek penelitian ini adalah siswa kelas 10 SMA Negeri 3 Pematangsiantar yang berjumlah 428 siswa. Peneliti menggunakan teknik kuantitatif dengan desain eksperimen semu dalam penelitian ini, memilih dua mata kuliah, satu eksperimen dan satu kontrol, masing-masing dengan 36 murid. Kelompok eksperimen akan diberikan strategi pengelompokan, sedangkan kelompok kontrol tidak akan diberikan apa-apa untuk dibandingkan. Instrumen penelitian berupa tes berbentuk esai. Selama tahap pengumpulan data, tiga fase harus diselesaikan: pre-test, treatment, dan post-test. Hasil penelitian menunjukkan bahwa rata-rata nilai anak di kelas eksperimen adalah 83,03, sedangkan di kelas kontrol adalah 78,53. Hasil penelitian menunjukkan bahwa terdapat perubahan yang signifikan dalam teknik penggunaan clustering dalam pembelajaran menulis teks recount di SMA Negeri 3 Pematangsiantar.

Kata kunci: *Teknik Clustering, Menulis, Teks Recount, Mengajar Menulis*

Abstract

The goal of this study was to see how the clustering strategy affected learning to write recount text at SMA Negeri 3 Pematangsiantar. This study's subject is a grade 10 student at SMA Negeri 3 Pematangsiantar, which has a total of 428 students. The researcher uses a quantitative technique with a quasi-experimental design in this study, selecting two courses, one experimental and one control, each with 36 pupils. The experimental group will be given a clustering strategy, whereas the control group will be given nothing to compare. The research instrument was a test in the form of an essay. During the data collection stage, three phases must be completed: pre-test, treatment, and post-test. The research findings indicated that the average score of kids in the experimental class was 83.03, whereas it was 78.53 in the control class. The results show that there is a significant change in the technique of using clustering in learning to write recount texts at SMA Negeri 3 Pematangsiantar.

Keywords: *Clustering Technique, Writing, Recount Text, Teaching Writing*

INTRODUCTION

English is an international language that is utilized all over the world in this day and age of globalization. English is one of them of the languages that is usually used to communicate with other people in various countries. In everyday life, language is needed because language is a means of connecting with experiences and studies. The four talents are writing, reading, speaking, and listening. These four skills are classified into active skills and passive skills. Writing, being one of the four fundamental language abilities, has always been part of the English curriculum, according to Harmer

(2004). Although writing is an excellent tool for students to improve their English skills, most students find it to be one of the most challenging abilities to perfect, especially when composing recount text. The following are the challenges that students face when creating recount text:

- a. Students are still struggling to learn language, thus they have limited capacities to express themselves in writing, particularly in recount texts.
- b. The kids are having difficulty understanding how to write a recount text.
- c. The kids are uninterested in writing, particularly narrative text.

The English instructor plays a vital role in helping students improve and as a forum to assist students enhance creativity in writing English, but there are still many teachers who do not have the correct method to aid students. Many teachers in schools still use the teacher centre method, where the learning process focuses only on the teacher so that students do not feel free to express their ideas and their thoughts. When the researcher did teaching practice, some of the difficulties that students confront are connected to their ability to write in English. According to the data, 13 of the 36 pupils can write a recount text. This indicates that 23 pupils were unable to write a recount text. The difficulty that students face while writing recount text is that they do not know how to write recount text. And then, only 50% of 100% of students have sufficient in mastering vocabulary. In writing recount text, 50% of students have an average grade of 6.5, 30% of students have an average grade of 7, and 20% of students have an average grade of 8.

Based on the data presented above, the researchers will employ the clustering approach to determine the influence of teaching writing to students, particularly in creating recount narrative. The clustering approach is excellent for teaching recount text because it allows students to articulate their thoughts, arrange them accurately, and write them down in a smaller circle. Clustering is not only characterized as a teaching tool, but it is also thought to be capable of pushing pupils to write creatively and effectively with their thoughts. Researchers are eager to examine the use of clustering techniques in teaching recount text to students, where students can use clustering techniques to write their ideas in recount text. The pupils will be asked and defined about their proposal utilizing this clustering approach. Students will be assisted in spreading their ideas and building and improving on earlier concepts. This strategy is believed to be a helpful way for students to break down large themes into smaller ones so that they may compose recount writing based on their ideas.

Writing

Writing is a vital ability in students' life since it allows them to express their thoughts and ideas in their heads before pouring them into the text. When the writing process was going on, our brains will work to produce words, ideas, and concepts that we will later put into writing. According to Nunan (2008), Writing is the mental process of generating ideas, deciding how to convey them, and organizing them into statements and paragraphs that are understandable to the reader. It signifies that writing is a mental process in which ideas are generated and expressed in phrases and even paragraphs so that the reader's comprehension is clear and thorough.

Teaching Writing

Teaching is a process of learning activity to explore the knowledge. Teachers are responsible as a means to facilitate and guide students during the learning process and try to create an atmosphere, such as; to make students feel comfortable in the learning process, and then to make students are able to understand the material well. Teachers must be innovative in their methods, approaches, and tactics. Brown (2004) defines teaching writing as "guiding and promoting learning, enabling the learner to learn, and establishing the circumstances for learning."

Recount text

Is a text that discusses historical events and their chronology. The recount text must be written in the right tense as well. Recounts, according to Peter Knapp and Megan Watskin (2005), are the most basic text type in this genre. Recounts are formal writings that do little more than sequence a set of occurrences. An orientation is required for every tale, no matter how small. That is, the language employed in composing the recount text must also convey clarity and understanding to the reader. We must also pay attention to any sequence of events that might be expanded further so that the reader understands the contents of the text while writing the recount text.

Clustering Technique

Clustering technique is the right technique to use in helping students write well. Clustering, according to Cooper and Axelrod (1988), is an innovation process that shows plausible relationships between facts and ideas. This method is an option that can assist people in thinking visually. That is, we may utilize lines, squares, arrows, and circles in groups to depict the details of the thoughts and concepts in our heads. Furthermore, According to Lunsford, clustering is a prewriting approach used by authors to develop ideas using a visual scheme or chart (1983). This means that clustering is a creative activity because when people create clusters, they are expressing their creativity by using visual schemes or charts to identify objects related to the issue. Understanding the relationships between aspects of a wide topic and developing subtopics may be beneficial to the researcher.

METHOD

The quantitative method will be used in this study. The data is collected using quantitative method, which employ a statistical technique is a mathematical procedure that provides information to answer research questions or hypotheses. The researcher will also employ a quasi-experimental approach in this investigation. To determine the likely cause and effect relationship between the independent and dependent variables, a quasi- experimental design is utilized. Creswell (2012) defines an independent variable as one that effects the dependent variable; hence, the dependent variable is influenced by the independent variable. In other words, the dependent and independent variables both impact one another. The independent variable is the clustering technique, while the instructional recount text is the dependent variable. There is no random assignment of subjects to experimental and control classes. The pre-test and post-test were administered to both classes, but only the experimental class received therapy.

Table 1. Research Design

Group	Pre-test	Treatment	Post-Test
Experimental Group (X)	X1	O	X2
control group (Y)	Y1		Y2

X: The experimental group that used the clustering approach.

Y: The control group that did not use the clustering process.

O: Clustering method treatment

X1, Y1: Pre-test in the Experimental and Control groups, respectively.

X2 and Y2: Post-testing in the experimental and control groups

FINDINGS

The Effect of Clustering Technique in Teaching Writing Recount Text Experimental Class

No	Students	Pre-Test	Post-Test
1	AA	67	86
2	AGS	75	88
3	AL	70	79
4	AV	68	85
5	AN	74	81
6	AMS	71	82
7	AP	69	81
8	AG	67	78
9	CS	69	80
10	DM	72	80
11	EM	75	84
12	ES	72	77
13	EY	74	84
14	FS	71	78
15	FF	65	77
16	GRS	68	86
17	GOS	67	86
18	GG	73	88
19	IH	70	88
20	JS	75	86
21	KS	71	89
22	MAH	74	85
23	MRA	61	84
24	NR	72	87
25	NM	69	83
26	NB	63	81
27	NS	80	90
28	NP	80	86
29	PS	57	80
30	RS	67	79
31	RL	69	82
32	RGS	63	78
33	RA	70	84
34	ROS	68	82
35	SN	66	84
36	SP	68	81
Total		2510	2989
Mean		69,72	83,03

The Effect of Clustering Technique in Teaching Writing Recount Text Control Class

No	Students	Pre-Test	Post-Test
1	AAA	63	76
2	ADA	64	77
3	AG	68	77
4	AGS	71	78
5	AN	69	79
6	AW	70	75
7	CCS	63	75
8	DML	65	85
9	ES	66	76
10	EYS	66	77
11	FAS	64	74
12	FF	70	78
13	GDS	68	76
14	GG	65	80
15	JOS	66	82
16	KS	62	77
17	MAH	64	82
18	MRA	67	81
19	NAR	67	77
20	NEB	56	78
21	NAP	73	81
22	NM	70	78
23	NS	69	79
24	PJS	66	80
25	RA	75	85
26	RAS	68	76
27	RIS	70	80
28	RKL	68	76
29	ROS	66	78
30	SAP	68	81
31	SNN	69	80
32	TAT	70	79
33	TRS	72	80
34	TUP	69	77
35	VAP	67	78
36	WS	62	79
Total		2416	2827
Mean		67,11	78,53

The researcher may conclude from the data analysis that the clustering approach has a substantial influence on training writing recount text. The following are the research findings:

1. The clustering approach has a substantial impact on teaching writing recount text in SMA Negeri 3 Pematangsiantar class X.
2. The mean pre-test score in the experimental class was 69,72, while the post-test score was 83,03.
3. Based on the findings of the experimental group's pre-test, the students' ability to write recount text may be grouped into five categories. These features are content (15,03) at a good to average level, organization (12,61) at a good to average level, vocabulary (14,25) at a good to average level, language usage (14,08) at an average level, and mechanic (13,69) at a good to average level.
4. Based on the experimental group's post-test findings, students' capacity to write recount text may be divided into five categories. These features are extremely excellent content (17,31), very good organization (15,94), very good vocabulary (16,97), very good language usage (16,25), and very good mechanics (16,56).
5. The mean pre-test score in the experimental class was 67,11, and the post-test score was 78,53.
6. Based on the findings of the control group's pre-test, the students' ability to write recount text may be divided into five categories. These are content (14,36) at a good to average level, organization (12,89) at a good to average level, vocabulary (13,39) at a good to average level, language usage (13,42) at a good to average level, and mechanic (13,39) at a good to average level.
7. Based on the control group's post-test findings, students' ability to write recount text may be divided into five categories. These are content (16,39) at a very good level, organization (15,25) at a good to average level, vocabulary (15,58) at a good to average level, language usage (15,67) at a good to average level, and mechanic (15,64) at a good to average level.
8. The post-test increase obtained by the experimental group is 13,31.
9. The post-test increase obtained by the control group is 11,42.
10. The standard deviation of the experimental group's post-test score is 3,62.
11. The standard deviation of the control group's post-test score is 2,56.
12. The degree of freedom (df) is 35, and the t-table at the significance level of 0.05 is 2,03.
13. At a threshold of significance of 0,05, the t-test (6,16) outperforms the t-table (2,03). Null Hypothesis (Ho) is rejected, whereas Alternative Hypothesis (Ha) is accepted.

DISCUSSION

Based on the findings and discussion of this study, it is possible to infer that the clustering strategy is highly important in enhancing students' writing skills. The null hypothesis is rejected if the t-test is greater than the t-table, according to the previously designed hypothesis formula. Hypotheses are defined as follows:

$$\begin{aligned} t\text{-test} &> t\text{-table of } 0,05 \\ 6,16 &> 2,03 \end{aligned}$$

As a result, Ha is accepted, while Ho is not. The importance of this research may then be shown in the average post-test results of students with varying value ranges, with the experimental class scoring 83.03 and the control class scoring just 78.53. Based on the data, it can be stated that the Clustering Technique may be an effective medium for teaching writing recount text and developing the writing abilities of class X SMA students, particularly at SMA Negeri 3 Pematangsiantar.

According to the findings of this study, utilizing the clustering technique can help students improve their recall text writing skills. As a result of the inquiry, it is proposed:

1. Because the clustering technique is very effective, in its role English teachers are advised to use this strategy was used in their efforts to develop pupils' writing abilities so that they could be more creative and wide in coming up with topics for essays.

2. The research about clustering technique in writing is quite limited so it is recommended that research be carried out in the development of a broader writing.

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