EXAMINING THE EFFECTIVENESS OF CLUSTERING TECHNIQUE IN TEACHING WRITING RECOUNT TEXT

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Abstract

Keywords*:*
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Writing is the skill of conveying ideas in written form that can be understood, and the meaning of writing can be conveyed. However, writing is also difficult to master and learn at all levels, as it requires a lot of thought to generate ideas and produce words and sentences. Therefore, researchers use this clustering technique as a learning method before writing activities to design ideas that support the writing of their texts. The main objective of this study was to determine the effectiveness of the clustering technique in teaching writing recount text. The researcher used quantitative research and pre-experimental research as the research design. This research was conducted in class X-1 MIPA at SMAN 2 Indramayu. For the data collection, the researcher used cluster sampling. From the results, it was found that the results of the students' pre-test scores obtained a total score of 2050, and the students' post-test scores obtained a total score of 2750 with a gain score of 700. This means that there is an increase in the quality of students. The results of the statistical hypothesis showed a value of up to 834 and a critical value of 1.69. Compared with the t_o and t_{critic} calculations, it shows that the value of $t_o > t_c$ or $8.34 > 1.69$, then rejects H0. So, because H0 is rejected, the clustering technique is effective to achieve the target of increasing the effectiveness of learning to write recount text. This research implies that teaching writing must use certain techniques/methods/strategies and pay attention to the aspects of the criteria used so that students can develop ideas and produce better writing. The researchers suggest the teachers to use various creative techniques/methods/strategies that can help the students get new ideas in learning to write English, especially in recount text.

Kata Kunci*:*
Teknik Pengelompokan Mengajar menulis,

Abstrak
Menulis adalah keterampilan menyampaikan gagasan dalam bentuk tulisan yang dapat dipahami, dan makna tulisan dapat tersampaikan. Namun, menulis juga merupakan keterampilan yang sulit untuk dikuasai dan dipelajari di semua tingkatan

Teks recount. karena membutuhkan banyak pemikiran untuk menghasilkan ide dan menghasilkan kata-kata dan kalimat. Oleh karena itu, peneliti menggunakan teknik clustering ini sebagai metode pembelajaran yang digunakan sebelum kegiatan menulis untuk merancang ide-ide yang mendukung penulisan teks yang mereka tulis. Tujuan utama dari penelitian ini adalah untuk mengetahui keefektifan teknik clustering dalam pengajaran menulis teks recount. Peneliti menggunakan penelitian kuantitatif dan penelitian pra-eksperimen sebagai desain penelitian. Penelitian ini dilaksanakan di kelas X-1 MIPA di SMAN 2 Indramayu. Untuk pengumpulan data, peneliti menggunakan cluster sampling. Dari hasil tersebut diketahui bahwa hasil nilai pre-test siswa memperoleh skor total 2050, dan skor post-test siswa memperoleh skor total 2750 dengan skor gain 700. Artinya ada adalah peningkatan kualitas siswa. . Hasil hipotesis statistik menunjukkan nilai hingga 834 dan nilai kritis 1,69. Dibandingkan dengan perhitungan to dan tcritic menunjukkan bahwa nilai to > tc atau 8,34 > 1,69, maka menolak H_0. Jadi, karena H_0 ditolak maka teknik clustering efektif untuk mencapai target peningkatan efektivitas pembelajaran menulis teks recount. Penelitian ini mengandung makna bahwa pengajaran menulis harus menggunakan teknik/metode/strategi tertentu dan memperhatikan aspek kriteria yang digunakan agar siswa dapat mengembangkan ide dan tulisan yang dihasilkan dengan benar. Peneliti menyarankan guru untuk menggunakan berbagai teknik/metode/strategi kreatif yang dapat membantu siswa mendapatkan ide-ide baru dalam pembelajaran menulis bahasa Inggris, khususnya dalam teks recount.

INTRODUCTION

Writing is the skill of conveying ideas in written form that can be understood, and the meaning of writing can be conveyed. However, writing is also difficult to master and learn at all levels as it requires a lot of thought to generate ideas and produce words and sentences. In senior high schools, students are expected to be able to write some genres. They are taught to improve their language skills to learn a foreign language in this case English language (Hamdani, 2021). Diharyono in Utami, et. al (2017) showed that students know or have an idea about what they are going to write but do not know how to put it into words. In this study, researchers used this clustering technique as a learning method used before writing activities to design ideas that support the writing of

the texts they wrote. Clouse (2005) says that clustering is a way of generating and connecting ideas visually.

Previous research exploring teaching writing through clustering techniques in the context of EFL provided important findings. The first is from Septiyana & Anggraini (2022), they report that there is a positive and significant effect on the use of clustering techniques in teaching descriptive texts in secondary schools using quasi-experimental classes. Second, from Pratama, et al (2019), the results of their research were an increase in students' ability to write hortatory exposition texts after the application of the clustering technique. Finally, Lestari & Dewi (2022), they reported that there was a significant difference in student achievement between those who were taught to write procedure texts using the clustering technique and those who were taught to write procedure texts without using the clustering technique. The writing ability of students taught with non-clustering techniques is lower than students taught with clustering techniques.

From the results of this study, in terms of teaching writing using the clustering technique. There are few studies that focus on the use of recount text as a writing genre. Therefore, researchers focused on using clustering techniques using writing recount text. The main objective of this study was to determine the effectiveness of the clustering technique in teaching writing recount text.

Clustering Technique

The use of clustering techniques in writing provides several advantages, one of which is to generate ideas. Then supported by Clouse (2005) said that clustering generates and connects ideas visually. Clustering is a technique he does before writing activities to design ideas before students start writing. Langan (2001) reports that grouping, known as diagramming or mapping, or other strategies can be used to visually generate essay material to show how ideas use connected circles and lines to group them together.

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Recount Text

One of the text genres studied in high school is recount text. Anderson and Anderson (1997) argue that recount text is writing that regularly relates past events and describes what happened. Therefore, the clustering technique is suitable to help students easily organize their ideas to remember, and the clustering technique makes students more creative in writing recount text.

METHOD

This research is a quantitative research using a pre-experimental research design. According to Cohen et al. (2005), pre-experimental research is a pre-test and post-test group. The researcher used a group design and pre-test and post-test as the data collection techniques. This research was conducted in class X-1 MIPA SMAN 2 Indramayu in the academic year 2022/2023 with 36 students. A cluster sampling technique was used for sampling. Before applying the instrument, the researcher conducted a logical validation first. There are two kinds of research instruments, namely pre-test and post-test. The implementations include: first pre-test, students are instructed to write recount text without any treatment; then in the treatment, students are taught using the clustering technique in writing recount text. The data analysis technique was taken from the pre-test and post-test results, then calculated the increase in learning outcomes of writing recount texts for class X SMAN 2 Indramayu students (gain). After that, it was tested using a conditional analysis test and an alternative test of t-student variance.

FINDING AND DISCUSSION

The research data has been collected and analyzed by the researcher. From these data, the authors found an increase between the pre-test and post-test. The criteria for obtaining scores include content, organization, grammar, vocabulary, and mechanics.

Table 1: The result of the pre-test in writing recount text

Total Score	2050
Minimal Score	30
Maximal Score	85
Mean	56,9
Mode	55
Median	38

Table 4.1 shows the results of the pre-test scores taken from 36 students. From the table, a total score was 2050, a minimum score of 30 and a maximum score of 85 was obtained. The mean is 56.9, the mode is 55, and the median is 36. The table below shows the data intervals from the pre-test:

Table 2: The interval of pre-test in writing recount text

Class Interval	Frequency
30-38	2
39-47	12
48-56	4
57-65	6
66-74	4
75-83	5
84-92	3
Total	36

The highest score range is in the interval 39-44 with 12 frequencies. The minimum score ranges from 30-38 with only 2 frequencies. The stand for English lesson in SMAN 2 Indramayu that has been determined is 75, the score that exceeds the standard is obtained by 8 students, while the score that does not exceed the standard is obtained by 28 students. The results showed that the score less than the standard was higher than the score that exceeded the standard. Therefore, it is necessary to do treatment and be given a post-test to see its progress.

In carrying out the pre-test, the difficulties they faced during the pre-test, students admitted that they had difficulty putting ideas into writing. As supported by Utami et al. (2017), students know or have ideas about what they will write but do not know how to put the words into writing. Then when after the pre-test,

students poured ideas into forms or sentence structures that were less precise. So it can be mentioned that another problem is the use of mechanics and grammar. This causes the grammar written by students to be less accurate in using verbs when writing recount text. According to Asni & Susanti (2018), grammatical errors can be caused by various things, including a lack of understanding when learning English and the influence of the mother tongue. Meanwhile in Indonesia, English is not used as a mother tongue, and most students in Indonesia consider learning English as a complex subject. In addition, there are still many students who ignore punctuation and capital letters. As stated by Starkey (2004), if students or writers are required not to make spelling mistakes in their writing, it contributes to the quality of the text. Therefore, writing teachers should guide students to express their thoughts in written texts by following the rules. It makes the text look communicative. Therefore, it is necessary to do treatment and be given a post-test to see its progress.

Table 3: The result of post-test in writing recount text

Total	2750
Minimal Score	40
Maximal Score	90
Mean	76,4
Modus	82
Median	68

Table 4.3 shows the results of the post-test scores taken from 36 students have increased. From the table, a total score was 2750, a minimum score of 40 and a maximum score of 90 was obtained. The mean is 76.4, the mode is 82, and the median is 68. The table below shows the data intervals from the post-test:

Table 4: The interval of post-test in writing recount text

Score	Frequency
40-48	3
49-57	0
58-66	1
67-75	3
76-84	17
85-93	12
Total	**36**

The highest score range is in the interval 76-84 with 17 frequencies. The minimum score range is only in the interval 49-57 which has no frequency. The KKM value that has been determined is 75, the score that exceeds the KKM is obtained by 28 students, while the score that does not exceed the KKM is obtained by 8 students. The results showed that scores that exceeded the KKM were higher than those that were less than the KKM. Therefore from the treatment that has been done to get an increase.

the gain value taken from the pre-test and post-test scores has increased. The total gain score shows 700 with a mean of 19.44. determined using the following formula:

$$\text{Gain} = \frac{S_{Post} - S_{Pre}}{S_{Ideal} - S_{pre}}$$

The results of statistical calculations show that the value of t_o is 834 and the value of t_{critic} is 1.69. Compared with the calculation of t_o and t_{critic}, it shows that the value of $t_o > t_c$ or 8.34> 1.69, then reject H_0. So, because H_0 is rejected, the clustering technique is effective in achieving the target of increasing the effectiveness of learning to write recount text.

CONCLUSION

Based on the findings above, after the researcher conducted the research, the researcher could say that the treatment that had been given previously had a good impact on students in learning English. In other word, teaching writing recount text using the clustering technique provides an increase. The researcher concludes from the results of the pre-test and post-test that there are several writing lessons that show that the use of clustering techniques is effective in writing recount texts. From this research, the other researchers can develop texts using appropriate techniques/strategies/methods for different text genres which are suitable for teaching English writing.

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