"THE INFLUENCE OF CLUSTERING TECHNIQUE ON STUDENTS' RECOUNT
TEXT WRITING ABILITY"
(quasy experimental class at eleventh grade students of SMAN 10 Bengkulu in the
academic year 2018/2019)
THESIS
Submited as a partial requirements for the degree of S.Pd (Sarjana Pendidikan) in English
Education Program

By:
Tasnia Daliawati
SRN.1516230076

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KEMENTERIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

FAKULTAS TARBIYAH DAN TADRIS

JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled "***The Influence of Clustering Technique On Students' Recount Text Writing Ability (quasy experimental research at eleventh grade students of SMAN 10 Bengkulu).*** by **Tasnia** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. H. Ali Akbarjono M.Pd
NIP. 197509252001121004

Secretary
Heni Friantari M.Pd
NIP.198508022015032002

Examiner I
Risnawati M.Pd
NIP. 197405231999032002

Examiner II
Fera Zasrianita M.Pd
NIP. 197902172009122003

Bengkulu, July 2019
Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP. 19690308 199603 1 001

KEMENTRIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

ADVISORS SHEET

Subject   : Thesis

SRN   : 1516230076

To : The Dean of Islamic Education and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr.Wb

After reading throughly and giving necessary advices, here with as the advisors, we state that the thesis of:

Name   : Tasnia

SRN   : 1516230076

Title   : **The Influence of Clustering Technique on Students' Recount Text Writing Ability**. (quasy experimental research at the eleventh grade students of SMAN 10 Bengkulu in the academic year of 2018/2019).

Has already fulfilled the requirement to be presented before The Board of Examiners (Munaqasah) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamualaikum Wr.Wb

Bengkulu, April 2019

First Advisor,   Second Advisor,

Dr. Syamsul Rizal, M.Pd   **Feny Martina, M.Pd**

NIP. 196901291999031001   198703242015032002

PRONOUNCEMENT

Name   : Tasnia

SRN   : 1516230076

Study Program   : English Education Program

Faculty   : Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled " *The Influence of Clustering Technique on Students Recoun Text Wriitng Ability*" (quasy experimental research at the eleventh grade students of SMAN10 Bengkulu) is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu,   Jully 2019

Tasnia

SRN.1516230076

CHAPTER I

INTRODUCTION

A. Background

English is one of the important languages in the world. It is one of the major languages used by the people world widely either as the first language or the second language. Even, in many countries, English becomes the first and second language in which their books specifically scientific books are written in English. It demands the people to understand English language especially the text itself. In English, there are four aspects of language such as: listening, speaking, reading and writing skills.[1]

Writing is one of the four language skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. Writing skill regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept. It does not support the students to write as much as possible. The result is although the students get teaching writing, but they only master the theory, preposition,or the principle how to write.

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[1]Tri Yunianto, Ardi. 2004. *Improving Students' Writing Abilities in Writing Recount Text by Using Journal Writing*. Yogyakarta: State University of Yogyakarta.

Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. Based on Petter stated that the ability to express an idea in second or foreign language especially in writing skill is a major problems for many native speakers to write coherence of paragraph and accuracy in choosing sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readabletext.[2]

Based on Ramelan,writing is a complex socio-cognitive process involving the construction of recorder messages on paper or on some other material and more recently, on computer screen. Writing as one of language skill and productive skill that will be learnt by students in senior high school, students will be able to express their ideas and feeling in english writing.if someone wants to learn english as a foreign language he/she will obviously meet all kind of learning problems, especially in writing skill, the learners will meet some problems for example, learning thenew sound system, learning new vocabulary items, and unfamiliar ways of arranging the foreign word into sentences.[3]

[2]Elbow Petter. 1998. *Writing Without Teacher*. New York: Oxford University.
[3]Ramelan. *Difficultis and Ways to Improve English Writing Skills Among Postgraduate ESL Students*. Malaysia: University of SAINS Malaysia

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language class. They may feel unmotivated, discouraged casily. Their maind sets say foreign language is difficult to learn because of them know nothing from start. Teacher in that case need to be responsive to the classroom situation in order to take an accurate to measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

In addition, this phenomenon may also be attributable to the low emphasis of the teaching and learning of writing at schools. Current situation in schools confirmthis notion as teachers generally ask their students to produce a good and acceptable piece of writing without giving them enough encouragement and appropriate techniques to develop their eagerness in writing. As a result, the assumption that writing is very horrific and frightening still exists, moreover writing in second or foreign language. It is because writing in non-native language is not painless by any means, but it needs skillful language command to be able to produce ones which meet the standard of coherence, fluency and length. [4] The setback then increases as the students often get confused not only by what they want to say, but also by how they say it.Although it has many method

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[4]Shagia, Afrin. 2016. *Writing Problems on Non-English Major Undergraduate Student (An Observation).* Dhaka, Bangladesh: Stamford University of Bangladesh. (Open Journal of Social Science).

of teaching used by teachers to improve students writing skills, but there are still obstacles in writing skills.

Based on Competency Standard- *Standar Kompetensi* (*SK*) and Basic Competency- *Kompetensi Dasar* (*KD*), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. There must be a convergence between English teaching and learning. Therefore, efforts to develop students writing skills in English, is not only one of the important objectives of English teaching, but also to adapt to the needs of examination.

Based on the interview did by the researcher with english teacher, the researcher found a fact that students' writing ability at SMAN 10 Bengkulu is still low. The teacher said that the students still guidance while they are writing a text especially recount text which use past tense, some of students had difficulties in writing the text. The teacher often helps student by discussing the text together before students write the text. However, the effort is not enough to improve students' writing ability.

The researcher was conducted an observation on Monday, April 08 2019 at eleventh grade students of SMAN 10 Bengkulu. The total number of students were 50 in two class, IPA 1 and IPS 1. Both two classess in total number 50 students which were given pre-test around 20% of

students got good scores and the other were still low. There are some difficulties faced by students of XI IPA1 and XI IPS 1 related on writing recount text, the problems are: first is they do not have idea to write. Second, they still confused in organizing the writing. Third, they often do some mistakes with the lack of knowledge in vocabularies.

These problems can be influenced by some factors. The researcher assume based on the writerobservation and give pre-test activity, these problems appear caused by method or technique in teaching writing, because some teachers taught writing just gave explanation and exercises. It makes students less comprehended, less interest in writing, and makes students bored. These problems are important to be solved, therefore students get more comprehension in material of writing, students think that writing is an interesting skill, and can continue English material in the next semester.

To resolve these problems, the teacher must seek writing the suitable technique and learning process become more effective, among so many writing technique that can be used are not all effective and appropriate to students' need. It is exactly what encourages teacher to seek an accurate technique and develope it to the fullest in order to improve students' writing skills. Among various techniques which can be applied in writing, there are the researcher chooses clustering technique to find the

influences on students' writing recount text ability. Clustering emerges as one ability in brainstorming for producing the piece of writing.[5]

Clustering is a kind of technique which can be used in pre-writing stage. It is introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University, California. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write.Rico also claims that clustering is a kind of technique in brainstorming which benefits greatly from the right brain (which she called „Design mind"), the part of the brain in which non-linear pattern and images production occur. Likewise, Picadefines clustering as a "non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible".[6]

On the other hand, clustering technique was conducted by the other researcher, Rini Aryanti at MTs 03 Jakarta. She concluded that using clustering technique is effective to enhance learners' writing ability. Using clustering technique has a great and positive influence in teaching writing. The students who are taught using clustering technique have higher score than students who are taught without clustering technique.[7]

Based on the explanation above, the researcher is interested in carrying out a research entitled: The Influence of Clustering Technique on

[5]Adriati, Meliya. 2013. *The Use of Clustering Technique in Teaching Writing Narrative Text*. Bandung. (Journal of english and education).
[6]Gabrielle Lusser Rico. 1980. *An Overview of Clustering Technique*. California: San Jose State University.
[7]Aryanti Rini. 2015. *The Effectiveness of Using Clustering Technique in Teaching Writing Recount Text*. Jakarta: State Islamic University Syarifhidayatullah.

Students' Writing Recount Text Ability at Eleventh Grade Students of SMAN10 Bengkulu in 2018/2019.

B. Identification of the Problem

Based on the background above, the researcher found some problem that makes the students so difficult in writing. The problems are:

1. The most serious problem that students often have is lack of vocabulary.

2. The Students' motivation is still low in writing skill

3. The students dont have any idea to choose the topic

4. The students are often not confident to write in English because they do not know how to use grammar effectively in writing.

C. Limitation of the Problem

In this research was limited on the problem to implementation of using clustering technique to increase the students' writing recount text ability and to improve the student's motivation in writing learning that develop their idea in writing then they can combine each of sentences to write a good paragraph especially for students in senior high school 10 Bengkulu.

D. Research Question

The problem of this research is formulation in the follow question, is there any significant influence of using clustering technique towards students writing recount text ability at eleventh grade of SMAN 10 Bengkulu?

E. Objective of the Research

The objective of the research is to investigate whether there is any significant influence of using clustering technique on students' writing recount text ability at eleventh grade students of SMAN 10 Bengkulu.

F. Significance of the Research

The study about the use of clustering technique in teaching writing ability hopefully can be useful to give some contribution of English language teaching and learning. The results of this study are expected to provide useful information for:

1. For students, will give an input to the students, so they can improve their writing ability.

2. For English Teachers, it gives the alternative solution in teaching writing skill.

3. For institution of SMAN 10 Bengkulu, it can be beneficial regarding to improve the education quality.

G. Definition of Key Term

1. Clustering Technique

Clustering is a kind of technique which can be used in pre-writing stage. Clustering is activity before writing a text by making a note in advance about the ideas that are owned and relevance of the fact that

the text will be written.[8] On the other hand clustering technique is one of some effective method in teaching writing ability.

2. Writing Ability

   According to Davinder, writing ability is the skill of putting together what you think or want to say using word, which a person reading it is able to know your thoughts, ideas, and feelings are near to what you want to convey.[9]

3. Recount Text

   Recount is text which tells somebody about something especially that he/she has experience of a series of relatedevents. [10] Generally Recount Text was used simple past tense in written.

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[8]Singh, Subha. 2010. *A Survey of Clustering Techniques*. Kanpur: Kanpur Institute of Technology. (International Journal of Computer Aplications).

[9]Abdullah, Muhammad Al-abri.*The Difficulties of Secondary Students in Written English*.Dakhiliya.

[10]Aryanti, Rini. 2015. *The effectiveness of using cluetering technique in teaching writing recount text*. Jakarta: State Islamic University SyarrifHidayatullah.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Brown identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. Stated that writing is a never a one-step action; it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting.[11]Heaton argue that writing is a task which involves studentsto make grammatically correct sentences by manipulating words in the form of apiece of continuous writing with successfully communicates the writers' ideas on a certain topic.

The statement shows that the main purpose writing is to expressideas, thoughts, and writing clearly in a written language. Nunan explain that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into statement and paragraph that is clear to understod by the people.Tarigonsays that writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly.[12] Suparno, Jona argues that's writing is a series of activities going on and involve several phases, the

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[11]Brown. 2008. *Centre of English Language Studies*. Birmingham:The University of Brimingham Press.

[12]Tarigon. *Writing Skills*. ASIAN Journal of Education Research.

preparatory phase, the content development and review, as well as revisions or improvements posts. Based on the explanations above, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clears understood by the readers.[13]

2. The Importance of Writing

Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. By learning writing the student will get knowledge how to write effectivelly, how to develope and express ideas, and how to share their thoughts with anyone else through writing.

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge.Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows.Second, writing to explain is to describe the topic which was not clearlybecomes more understandable, by using examples or other facts.

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[13]Meillet, Antonie. *Writing System*. Cambridge: Cambridge University Press

In other words, a writer takes what is unclear and makes it clear. Then, writing topersuade is more demanding and more ambitious than many other types ofwriting. It means that writers convince the readers to accept the ideas.The last, writing to amuse other means someone who uses language andestablished forms well to express his or her point of view.It is writing toentertain and give the reader something to enjoy.[14]

3. Aspects of Writing

There are five kinds of writing. The first isexpository writing. It is kind of writing in which the purpose of writing is toexplain or inform. The second is descriptive writing. Descriptive writing iswriting that serves to show, describe something. The third is persuasive writing. Itis kind of writing for arguing or against an issue. The fourth is creative writing.Creative writing is a vague term, but it includes fiction, poetry, drama,screenwriting, autobiographies and more. And the last is narrative writing. It iskind of writing that tells story and, in doing so, entertains or informs the reader.In order to write well, there are several aspects which should be considered bystudents. First, from Harris, he proposes five aspects of writing, namelygrammar, form, vocabulary, mechanic, and style. The following aspects can beexplained as follows.

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[14]TriYunianto, Ardy. 2014. *Improving Students Writing Abilities in Writing a Recount Text By Using A Journal*. Yogyakarta: State University of Yogyakarta.

a) Organizing idea

Ideas are the most important factor in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

b) Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot makehis/her language communicative to a great variety of reader from different situation.

c) Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.

d) Mechanics

- Punctuation

Punctuation plays as an important role in helping reader to establishintonation. In other word, it is a command for the reader to raise his/hervoice or drop his/her speech when he/she is going to stop. It can also helpreaders to understand the state of mind of the writer.

- Capitalization

Example:

1. Capitalize the first word of sentence.

   She plays basketball.

2. Capitalize the pronoun "I"

   If you go I will go too.

3. Capitalize the titles of composition.

   In the title, the first and the more important words are capitalizedexcept short preposition and short coordinating conjunction.*Name of specific organization (business, clubs, and schools)*

4. Capitalize all of proper noun.

   a. Name of detail: *God, Allah,Vishnu, etc.*

   b. Name of people and their title: *Dr. Bob, Hengki, etc.*

   c. Name of specific places: *River Amazon, Mount Bromo, etc.*

   d. Name of day, month, and special day: *Sunday, October, IdulFitri, etc.*

   e. Name of specific group of people (nationality, races, ethnicgroups), language, and religion: *Moslem, Indonesian, etc.*

   f. Name of geographic areas: *theSouth East, the North, etc.*

   g. Name of specific structure such as buildings and bridges.

- Spelling

  *White House, the Great Wall, Golden Gate Bridge, etc.*Spelling in the English language is very difficult because the Englishspelling system is based primarily on meaning rather

than on sound.To make matters worse, the spelling rules used in English arecomplicated.

e) Content

Content is how the writer develop the idea related with the topic.Another expert, Heaton states that writing skills are complex anddifficult to teach, requiring mastery not only of grammatical and rhetoricaldevices but also the conceptual and judgment element. The following analysisattempt to group the many and varied skill necessary for writing good process intofour main ideas:

1.Grammatical Skill

Grammatical Skill is the ability to write correct sentences.

2.Stylistic skill

Stylistic skill is the ability to manipulate sentences and use language effectively.

3. Mechanical skill

It is the ability to correct those conventions peculiar to the written language e.g. punctuation spelling.

4. Judgment skill

It is the ability to write in an appropriate manner for a particular purposewith a particular audience in mind, together with an ability to select,organize, and order relevant information.[15]

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[15]Cecillia, Dalia. *An Analysis of the Writing Skill Difficulties of The English Composition*. El Salvador: University of El Salvador.

According to Jacob et al there are five aspects of writing.They are:

a) Content.

Content refers to substance of writing, the experience of the main idea(unity), i.e., groups of related statements that a writer presents as unit indeveloping a subject. Content paragraph do the work of conveying ideasrather than fulfilling special function of transition, restatement, andemphasis.

b) Organization

It refers to the logical organization of the content (coherence). It isscarcely more than an attempt to piece together all collection of facts andjumble ideas. Even in early drafts it may still be searching for order,trying to make out patterns in its material and working to bring theparticulars of his subject in line with what is still only a half-formednotion of purpose.

c) Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas asclearly and directly as he can. As a general rule, clarity should be hisprime objective. Choosing words that express his meaning is preciselyrather than skew it or blur it.

d) Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases,

clauses, and sentences to bring out logical relationships in paragraph writing.[16]

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing.By considering those aspects, students can compose a perfect writing and understandable by the reader. For more information of scoring rubric see APPENDIX 1.

4. Teaching Writing

Teaching writing is a combination of several activities to teach students how toexpress the ideas or the imagination in writing forms. In those activities, usually teacher applies some relevant materials to the students. It is very important for the teacher to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make teaching learning writing process interesting for students in order to achieve the basic purpose of teaching writing above.

Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to

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[16]Melly. 2006. *Literature Review*.

understand. According to that statement, to make someone know, understand, and can do something well, professional teacher is needed. Those cannot reach maximal if theteacher is not professional. Professional means that they generally can make ahard material in teaching learning process become easy to understand by students.In short, in every teaching, teacher must help students, guide them successfully in learning the materials in order to make them understand and can do something well.

Futhermore, Raimes states that teaching writing is a unique way to reinforce learning. Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skill for instance. It is because in teaching writing, students are hoped to be able to express their ideas or thoughts on the papers. It is like in speaking. The difference is if product of writing is in written language while in speaking is in oral language. It means that teaching writing is very important in order to build students' language skill.[17]

Therefore, teacher should know the problems which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing class. Raimes also states that in order to be successfull in writing, anEnglish teacher should guide the students in writing, in which the material presented are relevant to their interest, needs, capacities and age until

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[17]ThanHuy, Nguyen. 2015. *Problems Affecting Learning Writing Skills*. Vietnam. (ASIAN Journal of Education Research)

they are ableto make composition with few even or no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students'interest and needs. In process of teaching learning writing, the students might have enough time to express their idea, thoughts or feelings in written form. But, there are some elements of writing skill that should be considered in teaching learning writing, namely form/organization, vocabulary, content, language use, and mechanic.

Those elements cannot be separated each other. So, to make the students to beable to write well, it is teacher's duty. Teachers must teach all those five elements.In other words, teaching writing guides the students not only to write sentences intext, but also to recognize ideas, thoughts or feelings in writen form.From the statement above, there are three steps of writing that states by Edelstein and Pival:

a) Pre-writing

In pre-writing, the writer selects the general subject, restrict the subject,generate the ideas, and organize the ideas.

b) Writing

In this step, the writer sets the ideas in his minds into words, sentences,paragraph, and etc. on the papers.

c) Re-writing

The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.In conclusion, the English teacher should be a facilitator for helping and guiding the students when composing their writing. Not only that, but also teachers must ready to provide the materials which are relevant to the students' interest, needs, and appropriate to the situation and condition. As we know that interesting activities can motivate students and make them enjoy in teaching learning process.[18]

Teacher may need some strategis to consider in guiding students process of writing. Some of strategis are:

- Get students to plan, before getting students to write the teacher can encourage them to think about what they are going to write. It is usually called brainstorming in phase of planning in writing

- Encourage the students to daft, reflect, and revise their writing.

- Give respond to students writing.

For all over, the teacher should give the students to cruccial support: Time to the students to try out ideas and feedback on the content of what they write in their drafts.

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[18]Muhammad Al-Fakki, Ibrahim. 2015. *English Writing Problems. Sudan*: European Centrefor Research Training and Development UK. (International Journal of English Language Teaching).

B. Recount Text

1. Definition of Recount Text

   Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

2. Purpose of Recount Text

   According to Hayland, the purpose of recount is to reconstruct past experiences by retelling events in original sequences. [19] The other purpose of recount is to tell or amuse the reader or audience. It is in line with Artono Wadirman in his book English in Focus who stated that the social function of recount text is to give the audience a description of what occurred and to retell events for the purpose of informing and entertaining.[20]

3. Generic Structure

   - Orientation: Introducing the participants, place and time.

   - Events: Describing series of event that happened in the past.

   - Reorientation: It is optional. Stating personal comment of the writer to the reader.

4. Language Features

   - Introducing personal participant: I, my group, etc

   - Using chronological connection: then, first, etc

   - Using linking verb: was, were, saw, heard, etc

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[19]Ken Hayland. 2003. *Second Language Writing*. Cambridge: Cambridge University Press.
[20]Artono Wadirman. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

- Using action verb: look, go, change, etc

- Using simple past tense

5. Types of Recount Text

   - Personal Recount

     Personal recount is retelling an event that the writer has an experienced before by his or herself.

   - Factual Recount

     Factual recount records the detail of an event by reconstructing some factual information

   - Imaginative Recount

     Imaginative recount is a kind of recount text whic retell imaginative story that the events of story do not occur in the real life.

Example of Recount Text:

Orientation ⟹	This morning my friends and I went to EOS studio. It is not very far from our school, so we just rode our bicycles.
List of Events ⟹	First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that we had a lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanti and Riko.
Reorientation ⟹	It was tirring, but we was very happy.

6. Process Writing Recount Text

Oshima and Hogue stated there are some steps of writing a good composition, they are:[21]

- Pre write to get Ideas

This step was the first step of writing recount text that have to be done by the writer is trying to understand what are going to be written by using clustering technique.

- Organize the ideas

In this step the writer develops the ideas that the writer got from the first step by selecting, eliminating, and adding.

- Write the rough draft

This rough draft is a development from the second step.

- Edit the rough draft

In this step the writer checks the rough draft by his/herself or the writer can use the peer editing checklist.

- Write the second draft

After checking and finding the mistake in the rough draft, the writer should re-write another draft.

- Write the final draft

After the instructor returns the second draft, the last step is writing the final composition of the recount for final evaluation.

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[21]Allice Hosima and Ann Hogue. 1997. *Introduction to Academic Writing*. Longman: Addison Wessley Longman

C. Clustering Technique

Clustering is a kind of technique which can be use in pre-writing stage. It is introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University, California in 1980s. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write.Rico also claims that clustering is a kind of technique in brainstorming which benefits greatly from the right brain, the part of the brain in which non-linear pattern and images production occur. Likewise, Pica defines clustering as a "non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible". Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or phrase in the center of a blank sheet and circling it.[22]

Next, it continues by immediately writing down related words or phrases which come into mind, circling each of them, and making line which connects each to the main, initial circle or „bubble‟ just like "spokes in a wheel".Finally, writers may stop after the given time has passed, then they can examine the cluster to pick the subtopics that interest them most or are considered to be covered by their competence. Overall,

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[22]Gabrielle Lusser Rico. 1980. *An Overview of Clustering Technique*. California: San Jose State University.

the words or phrases in the cluster provide a starting point for writers to see and understand their world from a new perspective.[23]

Clustering technique is developed by Gabrielle Luser Rico. Rico states that clustering is a technique to divide some related ideas and write down in a blank of paper without evaluating the truth or value of the ideas themselves. Clustering technique can be used in any kind of writing genres, such as report, essay, proposal, short story, or poem. In line with Rico, Hernowo states that clustering technique can produce writing that can deliver its message with the same comprehension and surge as spoken language.[24]

1. Definition of Clustering Technique

Dawson and Essid say that clustering is a type of prewriting that allows the learners to explore many ideas around some stimulus as soon as they occur to the learners. Like brainstorming or free associating, clustering allows learners to begin without clear ideas. Clustering diagram contains of a main topic as a center and related ideas as branches. To draw this diagram, first, in the center of paper, write the topic and draw a "balloon" around it. This is the center or core. Then, write related ideas in balloons around the core. Think about each of these ideas and make more balloons around them. Meade mentions that there are some procedures to do clustering technique:

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[23]Adriyati, Melia. 2013. *The Use of Clustering Technique In Teaching Writing Narrative Text*. Bandung. Indonesia University.Journal of English and Education 2013, 1(2), 39-46.

[24]Sisodia, Deepti and Friends. *Clustering Technique*. India: Technocrates Institute of Technology. (International Journal of Lates Trends in Engineering and Technology)

a. Write a word or phrase on a clean piece of paper

b. Circle the word and let connection flow, write down each new word or phrase that comes to mind, circle it, and connect it with a line

c. Keep the hand moving all the time

d. Cluster for a while

e. Continue adding to the cluster

f. Write a piece without worrying about perfection[25]

Figure 1. Clustering Diagram
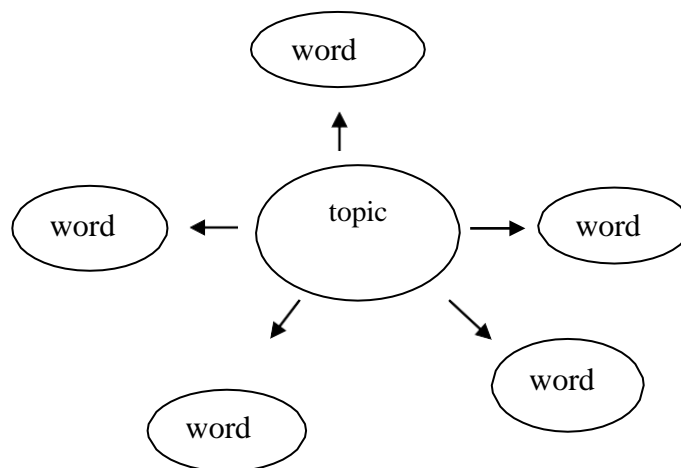
Dyagram of clustering technqiue by Dawson and Essid

Cooper and Axelrod viewed that clustering is an invention activity which reveals possible relations among facts and ideas. It means that clustering is a creative activity, because when creating a

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[25]Ammandeep Mann and Kaur Navenett. 2013. *Review Paper on Clustering Technique*. Gobondgarh: Global Journal INC USA . (Global Journal of Computer Science and Technology Software and Data Engineering)

clustering people tries to find things related to the topic. Clustering requires a brief period of initial planning. Based on that definition, clustering is activity before writing a text by making a note in advance about the ideas that are owned and relevance of the fact that the text will be written.

Clustering is another effective method you could use to narrow asubject. To cluster, write the subject in the middle of a blank sheet of paperand draw a circle around it. Because through clustering technique, awriter could be easily to give an idea of what will be written especiallyhelpful for visual learners. In a cluster diagram the central events orcomponents of an essay are presented visually, more detailed eventsbranch off the main events to provide a visual overview of the entire.[26]

As Langan said that clustering also known as diagramming ormapping, is another strategy that can be used to generate material for apaper.This method is helpful for people to think in a visual way. Inaddition clustering is another strategy that can be used to generate materialfor a paper.Clustering is uncensored brainstorming combined with doodling.

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[26]Santini, Marina. 2016. *Advantages and Disadvantages of Clustering*. Changelog: Upsala University

Clustering produces an overview of a subject, suggests specific topics, and yields related details. The writer summarizes that clustering is making a visual map or new associations that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find subtopic in a topic of to organize information. They may try and discard several clusters before finding one that is promising. Writers also use clustering to plan brief sections of an essay as they are drafting.[27]

2. Procedure of Using Clustering Technique

Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find subtopics in a topic or to organize information. They may try and discard several clusters before finding one that is promising. Clustering works as follows:[28]

a) In a word or phrase, write your topic in the center of a piece ofpaper. Circle it.

b) Also in a word or phrase, write down the main parts or central ideasof your topic. Circle these, and connect them to the topic in thecenter.

[27]Dwi, Supatmi. 2013. *Student Difficulties in Writing*. Surakarta: Publication Journal.

[28]Clared, Ariadna and Friends. 2012. Advantages of Clustering. Cabrils, Barcelona.

c) The next step is to generate facts, details, examples, or ideas relatedin any way to these main parts of the topic. Cluster these around themain parts.

Figure 2. Example Diagram of using Clustering Technique
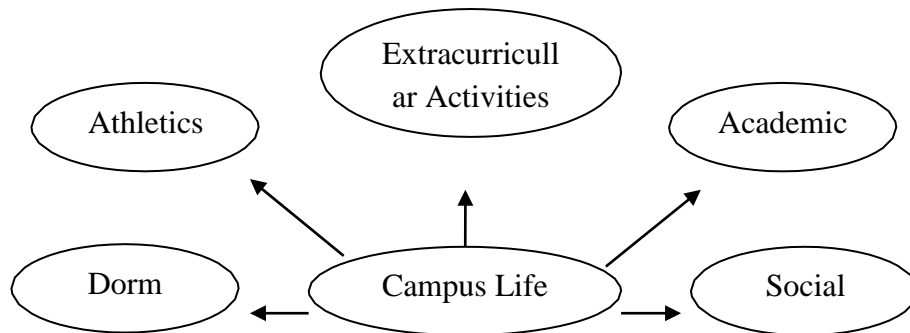
3. An Advantages of Clustering Technique

    a. An Advantages of Clustering Technique

        1. Suitable for datasets with compact spherical clusters that are well-separated.

        2. Easy to implement.

        3. That is more informative.[29]

D. Variables of The Research

According to Hatch "variable can be defined as an atribute of a person or an object which "varies" from person or from object to object". And also state that the independent variable is the major variable which is selected, manipulated and measured by the research. The dependent

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[29]Madhul, Atha. 2012. *An Overview on Clustering Methods*. Warangai: Institute of Management Science. (IOSR Journal of Engineering)

variable, on the other hand, is the variable whisch you observe and measure to determine the effect of the independent variable. In this research, there are two variables investigated, they are as follows:

1. The independent variable uses Clustering Technique (X)

2. Dependent variable is students' writing on recount text ability (Y)[30]

E. The Operational definition of Variables

1. Clustering Technique is the technique that helps students to understand writing, especially on recount text. It means that in this research, the researcher used clustering as the technique in teaching writing recount text.

2. The students, writing ability on recount is the students knowledge about how to sentences recount text. It means that they are able to understand about what they write.[31]

F. Previous Studies

Here are some of previous study in this research, The first previous in this research is about the use of clustering technique the development of the previous study on thesis conducted by Tita Nurul Fajriyani. In her research, she did a survey research. She studied about the students' mastery of the structure "get and have" of the VIII grade students of SMP

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[30]NoviandiSaputra, Ade. 2017. *The Influences of Using Think Aloud Strategy Towards Students Reading Comprehension on Recount Text*. Lampung: State Islamic University Raden Intan Lampung.

[31]Wachidatun, ni'mah.2015. *the use of buzz group technique to enhance students activeness and writing skill of hortatory exposition text*. Semarang: walisongo state islamic university.

Al-Hasra Bojongsari, Depok in the academic year of 2010/2011. In collecting the data, she gave a test to the eight graders of SMP Al-Hasra Depok. The result showed that two students got an A (very good quality), three students got B (good quality), ten students got C (sufficient quality), five students got D (bad quality), and no one got E. From the result, she concluded that the eight grade students of SMP Al-hasra Depok have mastered the structure "get and have" sufficiently.

The second previous in this research is about the effectiveness of clustering technique and buzz group technique in teaching writing ability, the development previous study conducted by Tagor Panggaribuan and Sondang Manik on their research at SMA HKBP 1 Tarutung North Sumatra on the research result of test X12 and XI2 students, after they got treatment in teaching writing in recount text by using buzz group and clustering technique. The average score (X) was 67.7 and the total score buzz group the average score (X) was 77.2 and in clustering technique, the average score (X) was 74.5 it mean that there is an improvement of students score after they got treatment. From the score of the test, a calculation was made to find out whether the buzz group and clustering technique significantly affects students writing ability. In Buzz group allows everyone's ideas to be expressed. Students learn to work in real-life situations where others' opinions are considered., in BG sets the groundwork to get discussion, expressing opinions, it is good for dealing

with controversial subject Buzz group is significantly effect of writing skill of the students.

The Last is the "Skripsi" which conducted by Irfan Fahmi, entitled "Developing Students' Writing Ability of Descriptive Text Through Clustering Technique" classroom action research VII-4 class at SMPN 38 Bekasi. His research aim to find out whether teaching writing of descriptive text using clustering technique is effective to improve students writing skill of descriptive text at VII-4 class of SMPN 38 Bekasi. In conducting this research he used classroom action research (CAR). The instruments that used in this research are the english test sheets, observation sheets, questionnaire sheets, and interview. Based on the reseach result, the application of learning writing skill of descriptive text through clustering technique has improved.

From the three previous studies above, the researcher interest in the pre-writing technique that has been used in the previous study. Many previous study used clustering technique for teaching writing. Therefore, the writer get an ideas to do a further about teaching writing using clustering technique, but the writer will do the technique in different types of text and method. The writer want to use the technique in teaching writing recount text on quasy experimental method.

Table 2.1

Table of Previous Research Summary

No	Name/ Title	Method	Approach	Data Collecting Technique
1	Tita Nurul Fajriyani/ *Improving Students Writing Ability Through ClusteringTechnique*	Quantitative	CAR	Interview, Field Notes, Questionnaire, Test
2	Tagor Panggaribuan and Sondang Manik/ *The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing*	Quantitative	Quasy Experiment Research	Test
3	Irfan Fahmi/ *Developing Students' Writing Ability of Descriptive Text Through Clustering Technique*	Quantitative	CAR	Interview, Field Notes, Questionnaire, Test
4	Tasnia/ *The Influence of Clustering Technique on Students Writing Recount Text*	Quantitative	Quasy Experiment Research	Writing Test, Documentation

G. The Hypothetical Test

In this research, the researcher will use formulation independent sample T-test. The researcher will use SPSS (Statistical Package for the Social Science) of version 20.

The Hypothesis are :

H_a : There is a significant influence of using Clustering Technique towards studentswriting recount text of the eleventh grade students at SMAN 10 Bengkulu.

H_0 : There is no a significant influence of using Clustering Technique studentswriting recount text of the eleventh grade students at SMAN 10 Bengkulu.

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting the research, the researcher was used experimental research design. According Ary et, al, experimental research is the general plans for carrying out a study with and active indenpendent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclussions about the effect of the experimental treatment on the dependent variable. [32] It means that experimental design is a research design that is used to find the influence of one variable to another.

In this research, the researcher was used quasy experimental research method. Quasy experimental research design are similar to randomly experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to the treatment groups. That is appropriate to this research's subject because this research's subject is in groups, it would disrupt the classroom learning.[33] It means that in quasy experimental research, the researcher does not randomly assign the students. The researcher assigned the sample by taking randomly the class of the students, so, it would not disrupt the classroom learning.

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[32]Donal Ary. Lucy Cheser Jacob. 2002. *Introduction to Research in Education*. Canada: Wadsworth.

[33]Bambang Setiyadi. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

The variety of quasy experimental method can be devided into two main categories, they were pre-test and post-test in the control group and group design. In this research, the researcher apply quasy experimental pre-testpost-test group design. The researcher assigned intact groups the experimental and control, administer a pre-test to both groups, condusted treatment activities with the experimental group only, and the administered a post-test to assess the differences between the two groups. The research design can be presented as follows:

G1   =   T1   X   T2

G2   =   T1   O   T2

Note:

G1   = Group one (experimental class)

G2   = Group two (control class)

T1   = Pre-test

T2   = Post-test

X   = Treatment by using clustering technique

O   = No treatment[34]

B. Research Setting or Subject of the Research

It is necessary to determine where the research must be held in order to do the research easily. The area used in the research should have a good quality, because it was be used as a place to get valid data.This research was be conducted in the eleventh grade students of SMAN 10

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[34]Bambang Setiyadi. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

Bengkulu academic year 2018-2019, which is located in Sukarami Regency. The students of the second years class are taken as the subject of the study. The total numbers of the students as the population in this research were 141 students.The researcher choose this class because the students in this classroom is more have high ability to write English as well.

C. **Population and Sample**

1. Population

According to Cresswell a population is a group of individuals who have the same characteristic. Population of the research is the entire students at the eleventh grade of SMAN 10 Bengkulu.Population is object/subject that will found in area which fulfills special characteristic related to reserach problem.[35] Its means that population is all the members in a particular place. The population of this research consisted of 141 studentsof the eleventh grade. There are some class namely XI IPA 1, XI IPA 2, XI IPA 3, XI IPS 1, XI IPS 2, and XI IPS 3.

[35]Ibid. p.69

Table 3.1

Population of the research

No	Class	Male	Female	Total	English Mean Score
1	XI IPA 1	10	15	25	77, 4
2	XI IPA 2	7	16	23	77,0
3	XI IPA 3	9	13	22	76,3
4	XI IPS 1	11	14	25	77,2
5	XI IPS 2	9	14	23	76,0
6	XI IPS 3	7	16	23	75,8
	Numbers of students	**53**	**88**	**141**	

Sources : administrative of SMAN 10 Bengkulu (2018/2019)

2. Sample

According to cresswell sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The eleventh grade consisted of six class which two of them as the sample. In this research, the researcher used perposive sampling. Purposive sampling is a technique for determining sample with particular consideration[36]. In purposive sampling, the two groups of classes must have same or almost same capability. In other words,

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[36]Sugiyono. 2014. *Statistika untuk Penelitian*. Bandung: Alfabeta.

purposive sampling does not simply study which ever available but rather use their judgment of selector sample that they believe, based on prior information, will provide the data they need.

The researcher took two classes that were divided into two groups. The first class was the experimental class (XI IPA 1) which consisted of 25 students and the second was control class (XI IPS 1) which consisted of 25 students. The experimental class was given the treatment by using Clustering Technique and control class does not give the technique because as the conventionally class (group discussion). The same things given to both classes were the same materials, the same of the amount of time, and the same teacher. The researcher choose both classes because the English teacher said that they were in the same level of English profiency and taught by the same teacher.

Table 3.2

Table of Sample

No	Group	Class	Total	
			Male	**Female**
1	**Experimental Group**	**XI IPA 1**	10	15
2	**control Group**	**XI IPS 1**	11	14
TOTAL			21	29

D. Research Procedure

1. The stages for the experimental group

Research were understanding writing abilities by using clustering technique. While each meeting takes an alloction of about 2x45 minutes: The type of teaching is done for the six meeting. The steps are follows:

a. Pre-activity (20 minutes)

The teacher was prepares students for subject matter and identifies their prior knowledge.

- Chossing the text

  The researcher enters the classroom and gives greetings before starting. The researcher introduced Clustering Technique and applied it to students. The researcher explains the meaning, purpose, type, and example and writes the text on the board

- Brainstorming

  The researcher asks students to write a sentence.

b. While-activities (50 minutes)

The Researchers was separate students into smaller study groups because class XI IPA 1consists 25 students and the researcher give the direction for the students to choose the best topic and then write the text relate on recount text(by using clustering technique). Review the important points or give more explanations if necessary and then the researcher collects student answers.

c. **Post-activities**

The teacher review about clustering technique and then corect the

students writing.

Table 4.3

Clustering technique Procedure

No	Procedure of Clustering Technique
1	Write a word or phrase on a peace of paper
2	Circle the word and let connection flow, write down each new word or phrase that comes to mind, circle it, and conect it with a line
3	Keep the hand moving all the time
4	Cluster for a while
5	Continue adding to cluster
6	Write a piece without worrying about perfection

2. **The Stages for the Control group**

In the class XI IPS 1 is control class the consist 25 students, the

researcher would not teach the students by using clustering technique.

The researcher taught the students by conventional teaching. This way

is writing recount text. The steps were :

a. **Pre-activity (20 minutes)**

The researcher was prepares students for subject matter and

identifies their prior knowledge.

- Choosing the text

The researcher enters the classroom and gives greetings before starting. The researcher used the technique which was apply in these school. The researcher explains the meaning, purpose, type, and example and writes the text on the board.

- Brainstorming

The researcher asks students to write a sentence.

b. While-activities (50 minutes)

The Researchers was separate students into smaller study groups because class XI IPS 1 consists 25 students and the researcher give the direction for the students to choose the best topic and then write the text relate on recount text without any technique. Review the important points or give more explanations if necessary and then the researcher collects student answers.

c. Post-activities

The researcher correct the students writing.

E. Technique of Collecting Data

Technique of collecting data in this study is quantitative data. The writer used quantitative data consists of students' final writing as a pre-test, post-test and documentation. The completely explanation as follows:

1. Pre-Test

This test can be called as the pre-test before the treatment of this research. The pre-test is aimed at knowing the students' mastery in English writing materials before treatments carried out. In the testing

process, the students had to writing practice themselves. This result of the test became the evaluation before the use of Clustering Technique will apply in the class.

2. Treatment

Treatment in a group of object or subject in the interest of observing the response. By the treatment, the students were learn about how to do something. Treatment is a process to be better than before, the purpose is to increase the quality.

3. Post-Test

Post test was conduct after the students get different treatments (XI IPA 1 class will taught by using Clustering Technique and XI IPS 1 was taught without clustering technique. From the score of this test, the researcher was intend to find out the influences of clustering technique on students recount text writing ability. The result of the scoring were then compared with pre-test. In this case, the researcher knew how far the influences of clustering technique on students recount text ability.

4. Documention

The used of such material can provide background information and understanding what issues that would not otherwise be available. The documentary kind of data consist of notes, book, transcript, newspaper, magazine, meeting, summary, agenda, and so on. This method use to

know the condition of stuents and teacher, structure of school organization, profile, and location of school.

The Data will analyze through pretest and posttest scores, to find out the means score and significant differences within the groups and between the groups in the term in writing ability. Therefore, the researcher used t-test in Statiscal Product for Service Solution (SPSS) 20 Program in order to find out the difference between the means and decide whether those differences are like happen by chance or by treatment.

F. Instrument

In this study, the writer only used a test as a research instrument. The researcher used the test to obtaining good result. There are two test including pre-test and post test. In the pre-test, student were asked to write a recount text about a story that ever happened by the topic was given.However, in the posttest the students will ask to write recount text by the topic given not less than 3 paragraphs and it had to include orientation, event, and conclussion.

Moreoever, to score both students pre-test and post test. The researcher was apply an analytic writing rubric. The students writing score were separately based on several aspects of writing such as content, structure, mechanic, grammar, and vocabulary. For this point of view the writer prefered using analytic writing rubric or also name multiple trait scoring.

Table 4.4

Criteria of Variable

No	Sub Variable	Indikator
1	Content	Content involved two criteria of good writing
2	Organization	How your many developing within a framework
3	Language use	A good language use consist of general error and tense
4	Vocabulary	Is the list of word

G. Validity and Reliability of The Test

In design the writing test as the instrument of this research, the researcher measured the reliability and validity of the test.

1. Validity

Validity is the most important consideration in developing and evaluating measured instruments. Validity was defined as the extent to which an instrument measure what is claime to measure. The question of an instruments validity is always specific to the particular situation and to the particular purpose for which it is used.[37] In this research used assistence of SPSS 20.

2. Reliability

Reliability is the consistency of a set of measurement or of a measuring instrument, often use to describe a test. Ary state that the reliability of a measuring instrument is the degree of consistency with

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[37] Donald ary, & friends. 2010. *Introduction Research in Education. New York*: Printed in the United States of America. P.225.

which in measures whatever it is measured. [38] In this research, the researcher used SPSS 20 to know the reliability of test instrument.

H. Technique of Analysis Data

After collecting the data, the researcher was compared the post-test score from both of classes to know the average of gained score. The higher gained score indicated the influence of using clustering technique to increasing students' writing ability. The researcher was used Statistical Package for the Social Sciences (SPSS) Students Version 20 for window to analyze the data.[39] In analyzing data the researcher will use regression analysis. It is use to predict how far dependent variable score changed, if independent variable is manipulated/changed.The researcher was used simple linear regression. Simple linear regression is a regression test that has one independent variable and one dependent variable. So, in this simple linear regression showed the influences of appying clustering technique (independent variable) on students recount text writing ability (dependent variable).

Before doing the regression analysis, there are some requirements that should be done by the researcher. These are the requirements test of regression analysis that was done by the researcher :

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[38] Op.cit P.255

[39] Sufren & Yonathan Natanael. 2002.*Mahir Menggunakan SPSS Secara Otodidak.* (Jakarta: PT. Elex Media Komputindo)

1. Normality Test

   The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this study the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The test of normality employed are Kolmogorov-Smirnov.

   The hypothesis formulas are:

   H_0 = the data have normal distribution

   H_a = the data do not have normal distribution

   While the criteria acceptance or rejection of hypothesis were:

   H_0 is accepted if Sig (Pvalue)$\geq \alpha = 0.05$

   H_a is accepted if Sig (Pvalue)$< \alpha = 0.05$

2. Homogenity Test

   Before administering the data into t-test, it is necessary to be certain that the data are homogeneous or not. The researcher used Levene's in SPSS (Statistical Package for the Social Science) of version 20.

   The hypotheses for the homoginity test are:

   H_0 = The variance of the data is homogeneous

   H_a = The variance of the data is not homogeneous

   The test criteria :

   H_o is accepted if Sig $\geq \alpha = 0.05$

   H_a is accepted if Sig $< \alpha = 0.05$[40]

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[40]Ibid. P.275

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this part, the result of the research was presented. The researcher began this research from April 26Th until Juny 5th 2019. The object of this research was devided in two classes, it is class XI IPA 1 (consist 25 students) as the experiment class and XI IPS 1 (consist 25 students) as the control class. Teaching writing recount text in the experiment class was by used clustering technique, while the control class teaching by used buzz group technique. In the following description, it was presented the research finding. The finding was gained from the result of the experimental and control class on pre-test and post-test score.

Before an analysis is done, the first test was given before and after the students followed the learning process that was provided by the researcher in pre-test and post-test. After the researcher collecting the data, the researcher scored the result of the data from the test which had been given for the student. To analyze the result of the test, the first thing that should be concerned is using the result of initial data taken from the pre-test value of the experiment class and control class. After the experiment class and control class conducted the learning process, then both of the classes were given a test to obtained the data that will be analyzed.

1. **The Result of Writing Ability Test**

   This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experimental was conducted and the post-test was given at the end of the experiment.

a) **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:

Figure 4.1

The Students'Scores of Experimental Class (x)

(Using Clustering Technique)
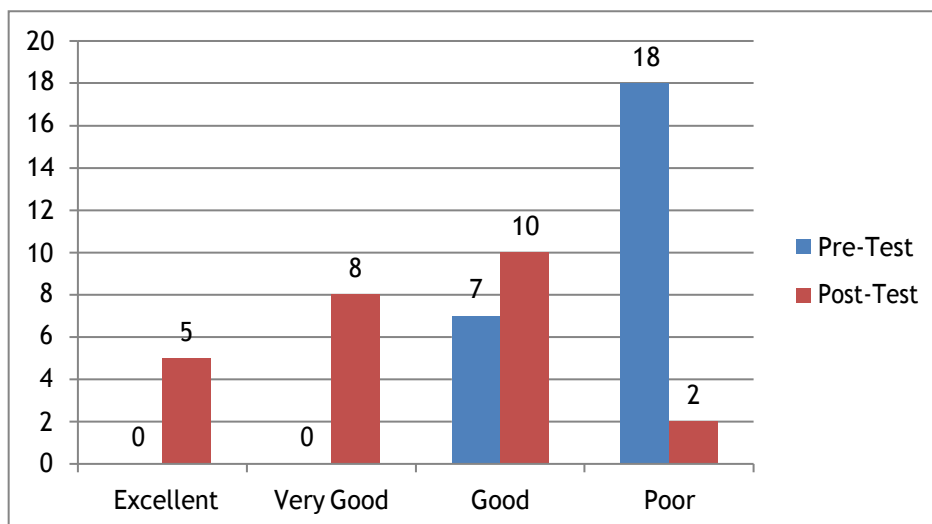
   Based on the result of pre-test in experimental class, the data showed that the mean score of pre-test was 63 from 25 students. Actually the minimum mastery criterion (KKM) in SMAN 10 was 75. Meanwhile,

the result of pre-test was three students who passed the minimum mastery criterion (KKM) and the other 22 students were below the minimum mastery criterion. Moreover, the highest score in pre-test is 75 obtained by 3 students and the lowest score in pre-test was 50 and it was obtained by 2 students. From that analyzing, it could be seen that most of the XI IPA 1 Class students' writing ability in recount text is 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 was done. According to the result of post-test above, it could be seen that the mean of post-test was improved and it was 79.2. Moreover, the mean of gained sore was 16.2. There were five students who did not pass the minimum mastery criterion (KKM) and the other twenty students passed the minimum mastery criterion.

From the description of score in experimental class above, the highest score of post-test was 95 obtained by three students and the lowest score in post-test was 65 obtained by two students. From the data description above, it could be concluded that there was significant influences of using clustering technique on students recount text writing ability. For more information see APPENDIX 2.

The distribution of pre-test and post-test scores in the experimental Class can be seen On Table 4.1

Table 4.1

The Score Distribution in Experimental Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
90-100	Excellent	0	0%	5	20 %
80-89	Very Good	0	0%	8	32 %
70-79	Good	8	32 %	10	40 %
50-69	Poor	17	68 %	2	8 %

Based on table 4.1, the pre-test in the experimental group, there was 0 (0%) students in excellent category, 0 (0%) students was in very good category, 8 (32 %) students were good category, and 17 (68 %) students were in poor category. While in the post-test, there was 5 (20 %) students in excellent category, 8 (32 %) students was very good category, 10 (40 %) students were good category, and 2 (8 %) students were poor category.

b) **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 control class. The following are the description of the students' score in the control class:

Figure 4.2

The Students'Scores of Control Class (Y)

(Using Buzz Group Technique)
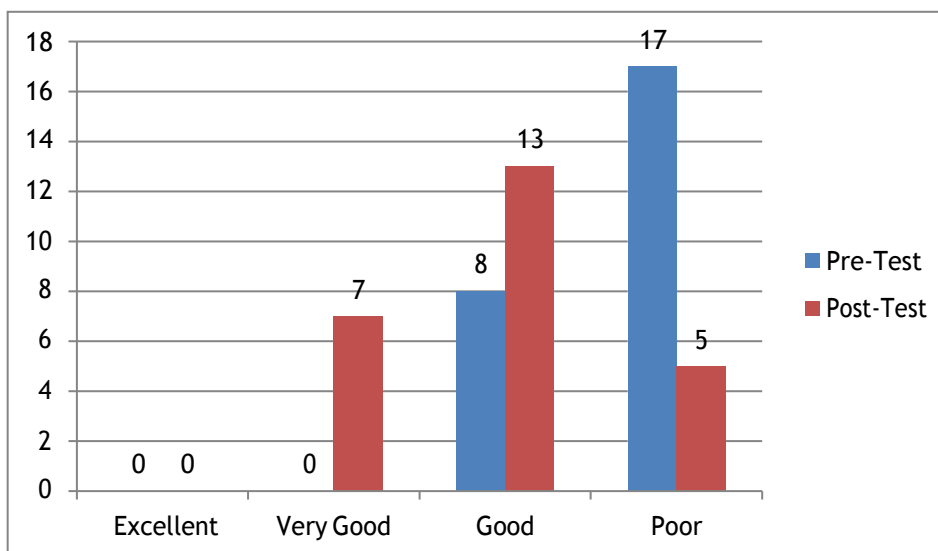
Based on the result of pre-test in the control class, the data showed that the mean score of pre-test was same as in experimental class, it was 63from 25 students. Actually, the minimum mastery criterion (KKM) in the SMAN 10 was 75. Meanwhile, the result of pre-test was three students who passed the minimum mastery criterion (KKM) and the other 22 students were bellow the minimum mastery criterion. Moreover, the highest score in pre-test was 75 obtained by three students and the lowest score in pre-test was 50, it was obtained also by three students. From the analyzing it could be seen that most of the XI IPS 1 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 used buzz group as the technique on the control class. The students was devided on some groups based on the technique and write one topic for each group.

According to the result of post test above, it could be seen that the main of post-test in control class also improved, it was 73.6 and the main of gained score was 11. There were eleven students who did not pass the minimum mastery criterion (KKM) and the other fourteen students passed the minimum mastery criterion. From the description of score in the control class above, the highest score of post-test was 85 obtained by three students and the lowest score of post-test was 60 it was obtained only one student. From the differences of students scores above , it could be seen that also there is positive improvement of the students' achievement in learning english written. Neverthless, from the result of post-test showed that the scores were still bellow of the minimum mastery criterion in SMAN 10 Bengkulu. For more information see APPENDIX 3.

The distribution of pre-test and post-test scores in the control class can be seen on table 4.2

Table 4.2

The Distribution in Control Class

Score Interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
85-100	Excellent	0	0%	0	0%
76-84	Very good	0	0%	7	28 %
56-75	Good	8	32 %	13	52 %
30-55	Poor	17	68 %	5	20 %

Based on the table 4.2, the pre-test in the control class, there was 0 (0%) students in excellent category, 0 (0%) students was in very good category, 8 (32 %) students were in good category, and 17 (68 %) students were in poor category. While in post-test there was 0 (0%) students was in excellent category, 7 (28 %) students was in very good category, 13 (52 %) students were in good category, and 5 (20%) students were in poor category.

For over all, the differences in students'scores in chart 4.1 and 4.2, it can concluded that there is positive influences of using clustering technique in teaching writing recount text because in the post-test the result score of using clustering technique was more high than without clustering technique.

2. **The Normality and Homogeneity of The Data Score**

Before analyzing the data, homogenity and normality of the data should be measured. In determining homogenity and normality of the data kolmogorov-smirnov test was used.

1) **The Result of Normality Pre-Test Score**

The result of normality test on both the experimental and control class' pre-test and post-test score was gained from Lilliefors test using IBM statistics SPSS 20. The result which was gotten as follow:

Table 4.3

The Result Comparison of Normality Test of The Experimental and Control Class pre-test score

Test of Normality							
	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	Experiment	.138	25	.200[*]	.943	25	.173
Score	Control	.160	25	.099	.930	25	.087
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.200 and 0.173 and the control one was 0.099 and 0.087. It mean that the

probability value (p) of both experimental and control class was higher than (>) the degree of significance 5% ($\alpha=0.05$). Therefore, it could be concluded that the data of both the experimental and the control class pre-test was normally distributed.

Table 4.4

Test of Normality

Pre-Test and Post-Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters^a	Mean	.0000000
	Std. Deviation	5.96457222
Most Extreme Differences	Absolute	.138
	Positive	.124
	Negative	-.138
Kolmogorov-Smirnov Z		.690
Asymp. Sig. (2-tailed)		.728

a. Test distribution is Normal.

b.calculated from data

The kolmogorov-smirnov test of the pre-test and post test of the experimental class showed that significance were 0,728, since p value
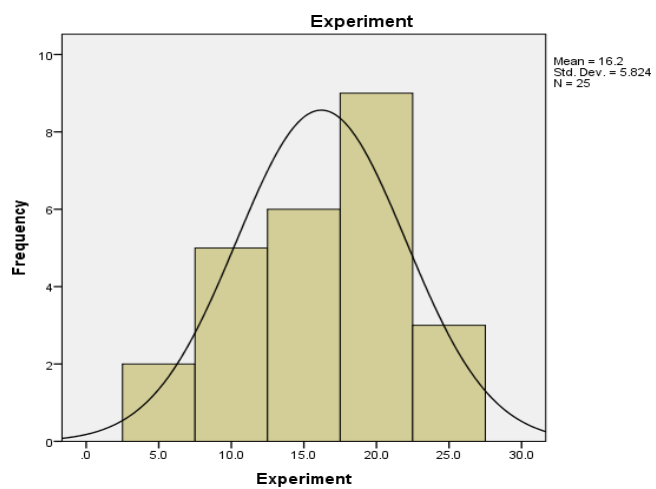
(0,728) was higer than 0,05, it can be concluded that th data obtaind were considered normal.

The histogram of the normalily test of the experimental class can be seen on figure 4.3

Figure 4.3

The Histogram of The Normalily Test of Experimental Class

The following was the result of normality test of the experimental and control class post-test which was presented in this table:

Table 4.5

The Result of Normality Test of The Experimental and Control

Class

post-test score

Normality Test							
	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Post-test Score	Experiment	.160	25	.098	.937	25	.123
	Control	.141	25	.200[*]	.943	25	.174
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.098 and 0.123. The control one was 0.200 and 0.174. It mean that the probability value (p) of both the experimental and the control class was higher than (>) the degree of significance 5% ($\alpha=0.05$). Thus, it could be proved that the data of both of experimental and control class post-test was normally distributed.

Table 4.6

Test of Normality

Pre-Test and Post-Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	6.58907977
Most Extreme Differences	Absolute	.096
	Positive	.092
	Negative	-.096
Kolmogorov-Smirnov Z		.480
Asymp. Sig. (2-tailed)		.976
a. Test distribution is Normal.		
b.calculated from data		

The kolmogorov-smirnov test of the pretest of the control group showed that sinificance was 0,976. Since p value (0,976) was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normalily test of the control class can be seen on figure 4.4

Figure 4.4

The Histogram of The Normalily Test of Control Class
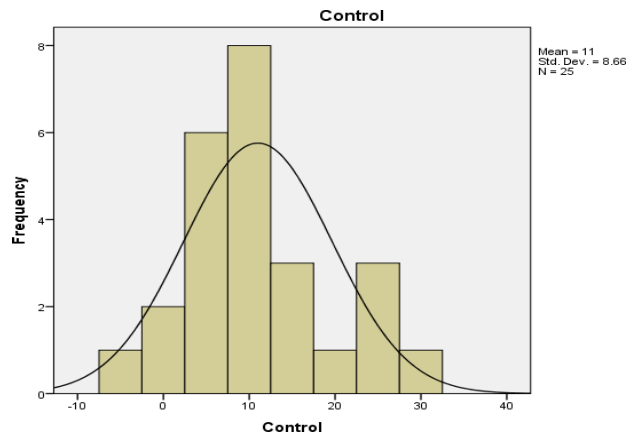
2) **Homogeneity Test**

Similarly, after finishing the normality test, the homogenity test was also required as prerequisite analysis test. To calculate homogenity test, the researcher used *Levene Statistic* Test from IBM Statistic SPSS 20 software. The following is the result which was obtained from this calculation:

Table 4.7

The Result of Homogeneity Test of both The Experimental and Control Class' Pre-test Score Test of Homogeneity of Variances

Pre-Test Score

Levene Statistic	df 1	df 2	Sig.
.243	1	48	.624

The test homogenity of variances showed that the significant were 0,624. Since, 0,624, was higher than alpha level of 0,05 meaning that the variances of very treatment was homogenous.

After gaining the result of homogeneity test of the experimental and control class pre-test, it was continued to interpret the result using the degree of significance 5% (α=0.05). The criteria of taking the decision of homogeneity test is as follow:

1) Determining The Hypothesis

H_0: Sample data comes from population which has homogenous variance.

H_1: Sample data comes from population which does not have homogenous variance.

2) Deciding Criteria to Test The Hypothesis

If the significance level/probability value (p) $\geq$0.05, H_0 is acccepted.

If the significance level/probability value (p) <0.05, H_0 is rejected.

From the result of the Levene Statistic Test above, it could be seen that the significance level or probability value (p) of the data from the experiment and controls' pre-test score was 0.624. It mean that the significance level or probability value (p) of the data was higher than the significance degree (α=0.05). The result of homogeneity test showed that H_0 is accepted and it could be concluded that the sample data come from population which has homogenous variance.

Based on the result above, some interpretation in discussion can be seen that before the researcher analyzed the data, the researcher must test the normality of each data in pre-test and post-test both of experimental class and control class. It is necessary because because based on the sugiyono statement that the data of quantitative research must distributed normally before analyzed. [41] So, in the determining of normality the data, the result of alpha was higher than 0,05. It means that all of the data in pre-test and post-test both of experimental class and control class are distributed normally.

3. **Data Statistically Analysis Result**

   a. **Paired Sample t-test Analysis**

      This part described and analyzed the test after the treatment was given to the students Statistical Analysis on the Result of pre-test and post-test in the experimental class.

      Table 4.8

      Paired Sample Test

      Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	25	16.20	5.824	1.165
	0	25	11.00	8.660	1.732

      Based on the paired sample statistic (table 4.8), the mean of writing ability post-test in the control class was 1.732 and the

---

[41] Sugiyono. 2014. *Metode Penelitian Kuantitatif, Kualitatis dan R&D*. Bandung: Alfabeta.

standard deviation was 8.660. The mean of writing ability post-test in the experimental class was 1.165 and the standard deviation was 5.824.

b. Independet Sample t-test Analysis of Students Writing Test

Tabel 4.9

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.850	.180	2.491	48	.016	5.200	2.087	1.003	9.397
	Equal variances not assumed			2.491	42.021	.017	5.200	2.087	.988	9.412

Based on table 4.9, the value t-obtained was 2.491 at the singnificant level 0,05 in two tailed testing with df was 48. Ha was accepted and Ho was rejected. It means that there was significant difference in writing ability within the students in experimental class, who were taught by using clustering technique and those who were not.

c. Regression Test

After finishing the statistical analysis of prerequisite test including the normality and homogeneity test, the researcher continued to do analytical testing/ hypothesis testing. Due to both the experimental and the control class pre and post-test which met the requirement of normality and homogeneity test, the researcher was able to use sample regression test.

Simple regression is used to examine the relationship between one dependent and one independent variable. After performing an analysis, the regression statistics can be used to predict the dependent variable when the independent variable is known.

Table 4.10

The Result of Regression Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.338[a]	.114	.096	7.37959

a. Predictors: (Constant), Metoda

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	338.000	1	338.000	6.207	.016[b]
	Residual	2614.000	48	54.458		
	Total	2952.000	49			

a. Dependent Variable: Hasil

b. Predictors: (Constant), Metoda

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.000	1.476		7.453	.000
	Metoda	5.200	2.087	.338	2.491	.016

a. Dependent Variable: Hasil

Based on the three tables above related with control class and experiment class on the pre-test and post-test we can see the result of the regression test, in the first table is model summary, based on the table above coofecient correlation (R) between clustering technique and students writing recount text was 0,0388. While coofecient
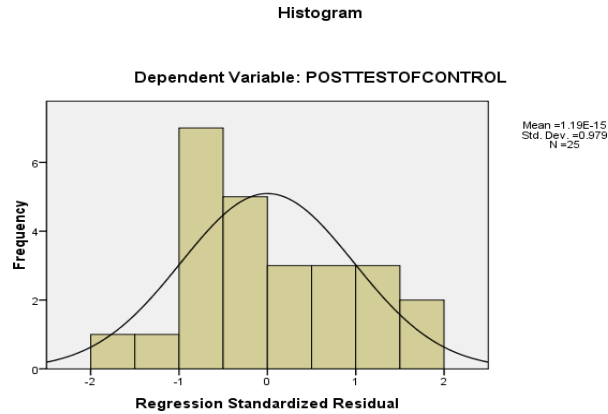
determination (R Squere) showed how far the influence of clustering technique on students writing recount text. It show, (R Squere) was 0,096, its mean the influence of cluetering technique on students writing recount text was 9,6 and 3,34% (3,34) was influenced by another variables.

In the second table was showed that there was any significant influence of clustering technique on students writing recount text. The output above shown that F score was 6.207 and significance level was 0,016. When F score > than F table (6.207) and significance level was <than 0,05 (0,016<0,05) its mean that there was a significance influence of clustering technique on students writing recount text.

The last is the third table, these table was showed that based on the metoda so it can conclude that there are any significance influence of clustering technique on students writing recount text. F count> F tabel (5%, 1, 48). Based on the some explanation above so the researcher can concluded that alternative hypotesis was accepted and null hypothesis was rejected. There is a significance influence of clustering technique on students writing recount text and who were not.

Figure 4.5

The Histogram of The Regression Post-test Control Class

Histogram

Dependent Variable: POSTTESTOFCONTROL

Mean =1.19E-15
Std. Dev. =0.979
N =25

Frequency

Regression Standardized Residual

Figure 4.6

The Histogram of The Regression Post-test Experiment Class

Histogram

Dependent Variable: POSTTESTOFEXPERIMENT

Mean =-7.63E-16
Std. Dev. =0.979
N =25

Frequency

Regression Standardized Residual
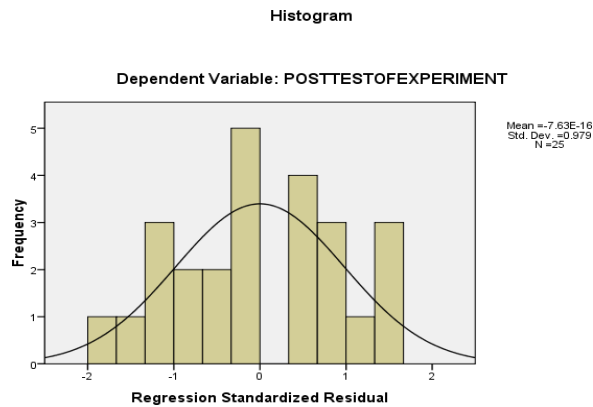
B. Discussion

The purpose of this study is to find out the influences of using clustering technique on students recount text writing ability at elevent grade students of SMAN 10 Bengkulu. Based on the test of equality of two average post-test was known that the students writing recount text ability

showed the differences in both the experimental and control class. The pre-test score of experimental class and control class has the same mean, it is 63. Then, comparing with the post-test score, the mean of experiment class is 79.2 and the mean of control class is 73.6. The writer compares the pre-test score and the post-test score. It showed that the post-test score of the experiment class and control class, both increased better than the pre-test before. Although the post-test mean score both of class increased, the experiment class has more improvement than control class.

Further, the post-test mean score of the experimental class showed that the score of the experimental class passed the minimum mastery criterion (KKM) in the SMAN 10 Bengkulu. Meanwhile, the post-test mean score of the control class did not pass the minimum mastery criterion (KKM). It means that the experiment class improved more significant than control class. It also means that using clustering technique in teaching writing recount text was given the positive influences. In this research, there were 25 students in experimental group and 25 students in control group. Therefore, the degree of freedom (df) is (25+25)-2=48 and the critical value with df 48on the degree of significance 5% ($^1/_2\alpha = 0.025$)is 2.01. The result of the statistic calculation indicated that the value of t_o = 2.64 and the value of df (degree of freedom) was 48 on degree of significance of 5% 2.01. Comparing t_o = 2.64 with each values of the degree of significance, the writer find that t_o = 2.64 is higher than the degree of significance 5% = 2.01. Therefore, t_o is higher than t_{table} which

the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

Since t_o score in the table is higher that t_{table} score obtained from the result of calculating, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It is concluded that there was significant difference between using clustering technique in teaching writing of recount text (experiment class) and without clusetring technique in teaching writing recount text (control class). It means that clustering technique gives positive influence on students writing recount text at elevent grade students of SMAN 10 Bengkulu.

Based on the analysis of the result above, it can be interpreted that using clustering technique in teaching writing recount text can enhance the students' ability in writing recount text. It proved that clustering technique helps the students to organize their idea than before.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The students' difficulty in writing of recount text is caused by some problems. One of problems is students confused and do not know what they want to write to start writing. It was because they do not know any pre-writing activity or technique before start to write to organize their idea easier. Thus, the teacher does not attract the students' interest to write. To attract the students interest in writing and make them easier to start writing , the writer applied clustering technique as pre-writing activity in teaching writing of recount text. Clustering technique gave many chances to the students to organize their ideas before write the first draft and or a paragraph better.

Based on the research, that carried out at eleventh grade students of SMAN Bengkulu in academic years 2018/2019, it can be concluded that using clustering technique is effective to enhance learners' writing ability in writing of recount text. Using clustering technique has a great and positive influence in teaching writing of recount text. The students who are taughtby using clustering technique have higher score than students who are taught without clustering technique.

Clustering technique can improve students writing ability in SMAN 10 Bengkulu. Based on the experiment, it was known that there is significance difference between the score on the experiment class that

taught using clustering technique and control class without clustering technique. It was proved by the research findings. The result of the statistic calculation indicated that the value of $t_o = 2.64$ and the value of *df* (degree of freedom) 48 with significance 5% is 2.01. Comparing t_0 with each values of degree significance, the writer finds that t_0 is higher than t_{table} (t_0)> t_{table} (t_t) 2.64> 2.01. Since t_0 is higher than t_{table}, it can be concluded that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

After doing a research and analyzing the data, finally the writer concluded that using clustering technique was given positive influence in teaching writing of recount text. It can be seen from the research findings that the students show their improvement significantly in writing of recount text.

B. Suggestion

After conducting the research, the writer suggest that the teacher should deliver material more creatively and she also should 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. In addition, the teacher also should be more creative in providing the topic which can make students interested in writing activity. In other hand, students also need to pay more attention in learning English, that is why the teacher should be more creative in teaching. Then, the students should be creative in learning

writing not just depending on the material given by the teacher in the classroom. However, they have to practice more at home. Those suggestion hopefully can help the teachers and students in teaching and learning english writing of recount text in the class more interesting and fun.

The writer believe that using clustering technique in teaching writing recount text give positive influences for the students. Therefore, clustering technique can be implemented in writing activity especially to develop students writing recount text. Moreover, using clustering technique in teaching writing recount text can be one of the solutions to solve the students difficulty in writing recount text and also as alternative ways for teacher to make teaching and learning process in teaching writing recount text more creative and interesting. However, the writer hopes that there will be any further research of it.

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APPENDIX 1

Table 3.1

Scoring Rubric of Writing Ability

Aspect of Writing	Range	Score	Criterion
Content	30-27	Excellent to Very Good	Knowledgeable substantive, through development of thesis. Relevant to assigned topic.
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little subtance. Inadequate development of topic.
	16-13	Very poor	Does not show knowledgeof subject. Non-substantive. Not pertinent or not enough to evaluate.
Organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lack logical sequencing and development.
	9-7	Very poor	Does not communicate. No organization or not

			enough to evaluate.
Diction	20-18	Excellent to very good	Sophisticated range. Effective word/idiom choice and usage. Word form mastery. Appropriate register.
	17-14	Good to average	Adequate range. Occasional errors of word/ idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent erroers of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. Litle knowledge of English vocabulary idioms. Word form or not enough.
Language use	25-22	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order /function, articles, pronouns, prepositions.
	21-18	Good to average	Effective but simple constructions minor problem in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to poor	Major problems in simple/complex constructions frequent errors of negation, aggrement, tense, number, word order/function, articles, pronouns, prepositions, and fragments, run-ons, deletions. Meaning confused/obscured.
	10-5	Very poor	

			Virtually no mastery of sentence constractions rules. Dominated by errors. Does not communicate or not enough to evaluate.
Mechanics	5	Excellent to very good	Demonstrate mastery of conventions. Few errors of spelling punctuation, capitalization,paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor	No mastery of convention. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible or not enough to evaluate.

Reid, (1993:236-237)

APPENDIX 2

Table 4.1

The Students'Scores of Experimental Class (x)
(Using Clustering Technique)

No	Initial name of the students	Pre-Test Score	Post-Test Score	Gained Scores (Pre-test and Post-test Score)	Categorization in Post-Test Score
1	Al	55	80	25	Very Good
2	Bt	65	75	10	Good
3	Cg	60	70	10	Good
4	Dp	75	95	20	Excellent
5	Er	60	70	10	Good
6	Yv	70	75	5	Good
7	It	60	70	10	Good
8	Ia	60	80	20	Very Good
9	Ji	65	90	25	Excellent
10	Jv	50	65	15	Poor
11	Ib	55	75	20	Good
12	Kc	55	70	15	Good
13	Np	70	90	20	Excellent
14	Pr	60	75	15	Good
15	Pa	65	75	10	Good
16	Rf	65	80	15	Very Good
17	Rj	75	95	20	Excellent
18	Rs	70	85	15	Very Good
19	Sa	60	85	25	Very Good
20	Ss	50	65	15	Poor
21	Tg	65	80	15	Very Good
22	Da	70	95	25	Excellent
23	Wl	55	75	20	Good
24	Yv	75	80	5	Very Good
25	Zl	65	85	20	Very Good
$\sum$		1575	1980	405	
Mean		**63**	**79.2**	**16.2**	**Good**

Table 4.2

The Students'Scores of Control Class (Y)

(Using Buzz Group Technique)

No	Initial name of the students	Pre-Test Score	Post-Test Score	Gained Scores (Pre-test and Post-test Score)	Categorization in Post-Test Score
1	Abf	65	75	10	Good
2	Ak	65	70	5	Good
3	Ar	75	85	10	Very Good
4	Ds	50	75	25	Good
5	Ai	60	70	10	Good
6	Db	70	80	10	Very Good
7	En	50	65	15	Poor
8	Es	60	75	15	Good
9	Er	70	75	5	Good
10	Ew	60	60	0	Poor
11	Gtr	75	70	-5	Good
12	Ha	55	65	10	Poor
13	Hl	55	70	15	Good
14	Is	65	65	0	Poor

15	Im	70	75	5	Good
16	Ir	65	70	5	Good
17	Jn	75	80	5	Very Good
18	Ll	70	75	5	Good
19	Ns	65	85	20	Very Good
20	Ov	55	80	25	Very Good
21	Ss	50	80	30	Very Good
22	Umm	60	85	25	Very Good
23	Ys	65	75	10	Good
24	Wz	70	70	0	Good
25	Ya	55	65	10	Poor
∑		**1575**	**1840**	**265**	
Mean		**63**	**73.6**	**10.6**	**Good**

APPENDIX 4

Test of Homogeneity

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	25	16.20	5.824	1.165
	0	25	11.00	8.660	1.732

After gaining the result of homogeneity test of the experimental and control class, pre-test and post-test. It was continued to interpret the result using the degree of significance 5% ($\alpha=0.05$). The criteria of taking the decision of homogeneity test is as follow:

1. Determining of Hypothesis

   H_0: sample data comes from population which has homogenous variance.

   H_1: sample data comes from population which does not have homogenous variance.

2. Deciding Criteria to Test The Hypothesis

   If the significance level/ probability value (p) ≥ 0.05, H_0 is accepted.

   If the significance level/ probability value (p) ≤ 0.05, H_0 is rejected.

ABSTRACT

Daliawati, Tasnia. *The Influence of Clustering Technique on Students' Writing Recount Text Ability. A Quasy Experimental Study at Eleventh Grade of SMAN 10 Bengkulu*. Skripsi of English Education Department at Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu 2019.

Key words: Clustering Technique, Recount Text.

The aim of this research was to investigate the influence of clustering technique on students' writing recount text ability. The method used in this research was quantitative method and the research design was a quasy experiment. The sample of this research was the eleventh grade students of SMAN 10 Bengkulu. They were XI IPA 1 classes as the experimental class, whereas XI IPS 1 classes as the control class. Each class consisted of 25 students. The instrument used in this research was written test and the analytic writing rubric was used to score the students' writing on the pre-test and post-test. The result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% ($\alpha=0{,}05$) t_{count} was 2.64 while t_{table} was 2.011or $t_{count} > t_{table}$. The influence size of clustering technique (treatment) in students' writing recount text was 0,7 and it was on category medium influence based on the influence size range of Cohens'd. Therefore, H_0 was Rejected

and H_a was accepted. It proved that there was a positive influence of using clustering technique on students' writing recount text.