

THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT

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Abstract

Students have to learn the four basic language skill, they are listening, reading, writing, speaking. One of the most important skill that is Writing. It can make students to share the ideas into written form in the text or paragraph with the right order of generic structure. The purpose of this research was to find out the improving of students writing skill of descriptive text using clustering technique at seventh grade students of SMPN 11 Cimahi in the Academic Year of 2018 – 2019. This research used Classroom Action Research. The research was carried out in two cycles and each cycle consisted of four steps, they are Planning, Action, Observation, and Reflection. Most of the students gradually gained good scores at the end of each cycles. The students responses showed that they interested to learn writing. The score of Minimum Mastery Criterion of English lesson was 75. The Students mean score of pretest 45,7. The mean score in posttest 1 was 53,7. The mean score of posttest 2 was 79,3. From this result, the researcher concludes that teaching descriptive text using clustering technique can improve their writing ability and the atmosphere of the class was more alive.

Keywords: Clustering Technique, CAR, Writing Skill

INTRODUCTION

English is important languages used by people to communicate in the globalization era. Certainly, writing skill becomes important ability for learning. Writing is skill that express our correctly. It is the utterance through unnatural process of making every word to be sentences. It takes practice to develop and learn this skill. Writing is hard skill to learn because writing is an activity in creating text. Writing is not easy. In writing, we are produce word or sentences. According to Meyer (2014) as cited in Harahap (2017), "writing is a way to procedure language you do naturally when you speak". Writing is important to support learning English because it can build a written communication among people from different area. Elements of writing is vocabulary, function, grammar, and spelling, especially in writing descriptive text.

It takes practice to get idea and develop this skill. Students' confused how to begin writing. They were hard to compose their idea in writing. Most of students' just write without thinking the grammar, diction, etc. The lack of vocabulary can be difficult for them. They used to hard to memorize the vocabulary. So, the always confused to begin writing. There are some kinds of the text that we can found in our daily life, such as narrative text, recount text, procedure text and descriptive text. Teachers can use clustering techniques or activities in order to find the purpose of writing. Descriptive text is one of genres which identifies and describe parts, characteristic of the thing, place, or person. It has some function to make reader interesting to the reader. In writing descriptive text, the students often find some difficulties, such as organize

our ideas and connect one idea to other idea into a good text. The researcher interested to analyze and focus on the writing ability of the students’.

Angelo (1980:1) as cited in Mundriyah & Parmawati (2016) says that writing will remain valuable in education because writing can help people think critically, to clarify thoughts, and deeper perceptions. Harmer (2007) as cited in Harmenita & Tiarina (2013) said that writing can be defined as writing- for learning and writing and writing-for-writing. Rinansyah (2012:2) as cited an Marzelia (2014) asserts “Based on the school curriculum-based syllabus (KTSP) students for genre types narrative, descriptive, or report text. Linse (2006: 98) as cited in Insani (2015) also states that writing is a combination of process and product of finding ideas, putting them on paper and working with them until they are presented in a way that is polished and understood by the reader as interactive process. It means that in the process of teaching learning have to involve both of the teachers and students’ to make some activities in the classroom, therefore occur an interactive teaching process.

According to Wardiman (2008) as cited in Language, Science, & Maumere (2018), descriptive text is a text that describes the features of something, certain place or someone. Description in writing is the activity of creating visual images and sensory impression through words. A good description is a word picture, the readers. It is usually written logically and vivid detail.

The definition of clustering technique is about technique there are three terms that have to differentiated because these terms used in learning teaching process and teacher or students’ often confuse with these terms, they are approach, method, and technique. Edward Anthony (1963) as cited in Feradilla Eramona (2014) identified three levels of conceptualization and organization, which he termed technique, method, or approach. Technique have to consistent with a method, and therefore in harmony with an approach as well. Writing is a activity that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard, and Christine Root (2003) as cited in Marzelia (2014) in their book. Step one: Please discuss your topic and your ideas. Step two: Write use your ideas to write the first draft. Step Three: Revise Improve what you write. If asked to follow the steps, and often practice by writing, they will find it easier to write paragraphs and improve them writing. Prewriting is the thinking, talking, reading, and writing about our topic before we write the first draft. Prewriting is a way to warm our brains before we write, just as we warm our bodies before we exercise. There are several ways to warm up before start writing :

1) Brainstorming

Brainstorming is a quick way to construct a lot of ideas on a subject. According to Nunan (2003:97 in Apsari, 2017), brainstorming, word mapping, and quick writing can be a help for the writer to solve this part because by doing them, he can develop his thoughts before doing the next part – planning and organizing the writing in the form of an outline.

The goal is to make a list of as many ideas as possible without worrying about how you will use them. To brainstorm, follow these steps:

- a) Begin with a broad topic.
- b) Write down as many ideas about the topic as you can in five minutes.
- c) Add more items to your list by answering the questions what, how, when, where, why, and who.
- d) Group similar items on the list together.
- e) Cross out items that do not belong.

2) Clustering

Clustering is a technique to turn broad subjects into topics that are limited and more manageable for short essays. According to Langan (2002) as cited in Feradilla Eramona (2014), Clustering techniques also known as diagrams or mapping, are a technique that can be used to construct ideas in writing . This technique is helpful to think in a visual way. In clustering technique, there are arrows, circles, box and lines to show relationship among the ideas and details.

METHOD

Based on the aim of this research, the researcher decided to use Classroom Action Research because Classroom Action Research is a study focused in specific problem that occurs in a class. Gregory, McTaggart and Kemmis (1988) as cited in Argawati (2014) state that Classroom action research used for inquiry into investigative classroom teachers initiated by teachers is needed to improve teacher understanding of classroom learning, and to bring about changes in classroom teaching. It can be concluded,that action research make summarized as a self reflective study that is conducted by someone, who wants to improve the teaching and learning activity by doing evaluation and treatment done in the classroom. The action research consisted of two cycles and each of four phases. It consist of (1) Planning, (2) Action, (3) Observing, (4) Reflecting.

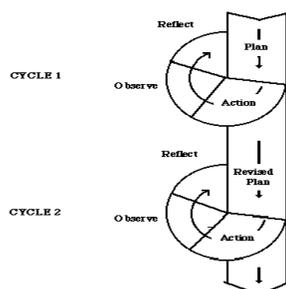


Figure 1. Action Research Model
From Kemmis & Taggart (1988)

RESULTS AND DISCUSSION

Results

The students skill in writing descriptive text was improved by clustering tehcnique. The improvement of the students skill can also be seen from the results of the students pretest and posttest which were done in every cycle. The average score of the pre-test was 45,7 the mean score posttest of the cycle 1 was 53,7 the average posttest score of the cycle2 was 79,3. All the data showed that the improvement of writing achievement from cycle to cycle was significant. It can be concluded that clustering technique is one of good ways to improve students’ writing ability since it can help students to consruct the words into descriptive text, give a bit fun, make students more relaxed and help students to generate the needed words to construct a descriptive text.

Table 6
Pretest average score

NO	Explanation	Score
1	The High Score	65

2	The Low Score	35
3	The Average	45,7

Table 7
Posttest 1 average score of cycle I

NO	Explanation	Score
1	The High Score	70
2	The Low Score	45
3	The Average	53,7

Table 8
Posttest II average score of cycle II

NO	Explanation	Score
1	The High Score	90
2	The Low Score	75
3	The Average	79,3

In more detail, the summary of the research findings is described in the following section:

1. Improving in students writing skill from the result of pretest the writers found that the result of students writing was under average and still far from what was expected. The finding was supported by the result of students writing scores. The average score was 45,7. The score of the students indicated that the students faced many problems in writing. They have many problems in making a piece of English writing, because their vocabulary in writing was low. This condition can be seen during the writing process, they could not express their idea, how to start writing, and the students always lost their ideas and stuck so they could not continue their writing, they lack of vocabulary so their ideas were constructed incoherently and the students' writing mostly influenced by their mother tongue.

Due to the fact, it is necessarily needed to make an attempt to improve students writing creativity by applying a teaching technique that makes the students understand what everything related to make a good writing, make them interest in teaching and learning English by creating an interesting atmosphere in the classroom, and giving a bit fun.

After the implementation of clustering technique in every cycle, the students' writing score were getting better. It can be seen from the result of students' average score cycle 1 was 53,7 and cycle 2 was 79,3. It also influenced the students' interest during the lesson, the reducing of the rule of their mother tongue in their writing.

2. Improvement in classroom situation before conducting the research, the teaching learning process was not alive as the teacher used to apply the conventional technique. The students show low participation on writing class as they were seldom taught to make a better writing by using various technique because the teacher monotonous in teaching writing. The condition after the implementation of the research was showing improvement. The atmosphere of the class more was more alive as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. No more teacher domination. The teacher started to recognize the students' problem and potential in writing.

Discussion

The scope of research focused on teaching writing on how students make descriptive text based on the generic structures by using clustering technique. The generic structures are introduction, description, and conclusion by looking at the writing scoring system which is content, grammar, organization, vocabulary, and mechanics. The writer used class action research with used two cycles of planning, action, observing and reflecting. It showed that there improvements in the result. It could be seen from their improvement of content, vocabulary and mechanic during the writing test. That the researcher used in scoring the students' scores; they were organization, vocabulary, and mechanics. Referring to the obtained score, it could be seen that most of the students got low score in mechanics element. The pre-test result was that they found difficulties in content, vobulary, and generic stucture. Based upon the result of the pre-test, it can be said that the students' skill in writing descriptive text was very poor. After knowing the result of the pre-test, consequently, the writer conducted the teaching writing which focused on descriptive text. Based on the result of the pre-test, the students expected that the generic structure were the difficult element. The problem occurred because they could not master the vocabulary and grammarly. Besides, their writing was still ungrammatical correct in spelling. To solve the students problem in writing, the researcher applied clustering as their technique. It was used to make the students know easier composing descriptive text. In this technique, they provided an example of this text with the organizing structures. Therefore, the writer explained the generic structures, the definition, the social function, and the language features. Then, the writer asked the students to make a text by using their own word. Next, the students used clustering technique as their technique in writing activity. In the teaching learning process during the treatment, the writer taught them how to make a descriptive text through clustering technique. To know the improvement of the students writing skill after giving the treatment, the writer conducted the post-test for the students. Based on the result of the post-test, it showed the students' progress, in teaching and learning process. The result of the post-test was different from the result of the pretest. The result verified that applying clustering technique could improve the students' skill in writing desciptive text.

CONCLUSION

After conducting CAR at class VII D SMPN 11 Cimahi, it can be conclude that the implementing clustering technique in teaching writing descriptive text can improve student's writing skill in descriptive text. It can be seen from how they could organize their ideas into a good paragraph. Also, they are focusing attention to the main idea because it can be interesting activity for them, besides of that result of the student writing score showed improvement.

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