

**THE USE OF CLUSTERING TECHNIQUE IN TEACHING WRITING
NARRATIVE TEXT AT SECOND GRADE OF
SMPN 25 MAKASSAR**

SKRIPSI

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MAKASSAR
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**Submitted to the Faculty of Teacher Training and Education
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By.

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PERNYATAAN

Dengan ini Saya menyatakan bahwa skripsi ini dengan judul “The Use of Clustering Technique in Teaching Writing Narrative Text at Second Grade of SMPN 25 Makassar” beserta seluruh isinya adalah benar karya Saya yang didukung oleh beberapa pendapat para ahli tentang Clustering Technique bukan karya hasil plagiat. Saya menanggung resiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya Saya ini, termasuk keaslian karya Saya ini.

Makassar, Januari 2018
Yang membuat pernyataan,

NI PUTU SURIYANTI
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The Writer



ABSTRACT

Suryanti Ni Putu, 2017, *The Use of Clustering Technique in Teaching Writing Narrative Text at Second Grade of SMPN 25 Makassar* (Supervised by St. Haliah Batau dan Restu January)

This research aims to determine the increase of student this study was conducted in september 2017. The subject were students of class-VIII-B SMP Negeri 25 Makassar.

In this research, there are four aspect assessed, namely content, oranzation, vocabulary, and language use this research assessment eksperimental researchusing total sampling in the individual form. The research conducted in classVIII-B with the total sampling are 28 students.

The result of the research showed that there was an increasing in the aplication of clustering technique. It can be seen from the data that has been collected where the total value of the average pre-test (8.34) and post-test (14.33) the result of t-test calculation was (15.69) Hipotesis (H_1) is accepted as the result of t-test is greater than t-table ($15.69 > 2.052$) at the significant level of 0.05 Thus concluded that the use of clustering technique is very effective in teaching writing in class VIII-B SMPNNegeri 25 Makassar.

Keywords : clustering technique, writing, narrative text.

ABSTRAK

Suryanti Ni Putu, 2017, *The Use of Clustering Technique in Teaching Writing Narrative Text at Second Grade of SMPN 25 Makassar* Kelas VIII-B (Dibimbing oleh St. Haliah Batau dan Restu January)

Penulisan skripsi ini bertujuan untuk mengetahui peningkatan kemampuan menulis siswa dengan menggunakan metode Clustering Technique dalam membuat sebuah tulisan naratif.

Penelitian ini dilaksanakan pada bulan September 2017. Subyek penelitian adalah siswa kelas VIII-B SMP Negeri 25 Makassar. Pada penelitian ini, terdapat 4 aspek yang dinilai dalam peningkatan menulis siswa diantaranya content, organization, vocabulary, dan language use pada penelitian eksperimen dengan menggunakan metode clustering teknik dan total sampling dalam bentuk individu. Penelitian ini dilaksanakan di kelas VIII-B dengan jumlah sampel 28 orang.

Hasil analisis data menunjukkan terdapat peningkatan dalam penerapan metode clustering technique. Hal ini dapat dilihat dari data yang telah dikumpulkan. Nilai rata-rata pada pre-test (8.34) dan post-test (14.33). Hasil perhitungan t-test adalah (15.69), hipotesis (H_1) diterima karena hasil t-test lebih besar dari t-table ($15.69 > 2.052$) pada tingkat signifikansi 0.05. Dengan demikian disimpulkan bahwa penggunaan clustering technique sangat efektif dalam pengajaran menulis pada siswa kelas VIII-B SMP Negeri 25 Makassar.

Kata kunci : *teknik kluster, menulis, teks naratif.*

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CHAPTER I INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research and the scope of the research.

A. Background

English as a language subject has four skill. They are Speaking, Listening, Reading, and Writing is the most difficult subject in the school since the students have to produce a text by using English. As saying by some expert that language skill starts from speaking, listening, reading, and the last step is writing.

Writing is one of the important and essential skills of communication that is be possess by English learners. In learning writing, students should practice their writing in order to let them develop in this skill. The students was be able to think about the ideas then express them in the wrote form.

In teaching and learning process, English teacher often finds their students are not able to express their ideas in their writing, it is experience by English teacher of SMP Negeri 25 Makassar who state that there are three main problems in writing face by the students; lack of ideas, poor in grammar and mother tongue interference. Related to the situation happen at SMP Negeri 25 Makassar, the present writer had been conduct a preliminary research to the second at grade students of SMP Negeri 25 Makassar. In this preliminary research, he administer a diagnostic test to measure their performance especially narrative and procedural writing. The present researcher find that most of the students are in "fair" and "poor" level. So that, from the result of preliminary research, he conclude that it is still far away left from the curriculum expectation in writing subject. Realizing that the curriculum demand of writing class is contrast than the students' achievement, he focus on helping the "difficult" students on writing. From this evidence, the researcher intended to conduct a remedial teaching to helped them in their writing inability.

Hasani (2005 : 2) writing skill is the order of the letter in the processed learn the language after listening skill speaking, and reading in among all the four language skill language skill most difficult to master, that is because the skills of writing is mastery of the vasloup element of language and outside language itself which will into a table of consist.

In writing the students need to acquire thoso first to make sure what they want to write. They have to write about what they think in using the correct procedure. Since writing is difficult, the teacher must give some strategies and practices in teaching

writing. Nowadays, some English teachers in SMP Negeri 25 Makassar still teach the writing to the students by lecturing method without combining it with the other methods. It causes less interaction between students-teacher or students. The teacher often just ask the students to write without giving clear explanation and instruction about the writing, or do the writing tasks in the textbook or students' work sheets.

Based on the writer's experience when they taught in SMP Negeri 25 Makassar, the teacher seldom used the variation in teaching writing. For example, the teacher just used a handbook as a source of materials and asked for the students to do the writing tasks in the handbook. It make the students passive during the writing class and unenthusiastic in doing the writing tasks from the teacher. As a result, students' achievement in writing is low. In teaching writing, the used of various media, sources, and teaching activities are need to attract students' attention. The teacher as a manager, who has the power to manage the class, was be able to create good, fun and interesting teaching and learning that enable the students to writing narrative text in the class.

Narrative text is story is a report of connection events real of imaginary, present if a sequence of writte of speak words, or skill or moved images. Narrative can be organize in a number of thematic of formal categories non-fiction (such as definitevely including creative non fiction biography, journalism, transcript poetry and historioraphy) fictionalizationof historical events (such as anecdote, myth, legend, and historical fiction), and fiction proper (such as literature in prose and sometimes poetry, such as short stories, novels, narrative poems, songs, and imaginary narratives as portrayed in order textual forms, games, or live of record performances).

Narrative is find in all forms of human creativity, art, and entertainment, including speach, literature, theatre, music, and song, comics, journalism, film, televisionand video, radio, gameplay, unstructure recreation, and performance in general, as well as some painting sculpture, drawing, photography, and other visual arts (though several modern art movements refuse the narrative in favour of the abstract and conceptual), as long as a sequence of events is present. The word derives from the Latin verb narrare "to tell" which is derived from the adjective genus "knowing" of "skill.

Clustering is a technique that gives access to patterns and association of design mind wich provides essential two things choice from which to formulate and develop think, and focus meaningful enough to impel you to write. Rico (2000 : 27) in other words, we can say that clustering is effective technique in free writing because it seems to be a reflection of the way the design mind naturally work-that is, it cluster for patterns meaningful to it all the time as it scans its universe.

B. Research Question

As state in background, the researcher has conduct a preliminary research in which he gave the students pre-test to know the areas of students' difficulty in writing composition. Basedon the background above, the writer formulates research question as "Howis the effect of Clustering Technique in Teaching Writing Narrative Text at Second Grade of SMPN 25 Makassar?"

C. Objective of the Research

Based on the problem statement above, the objective of this research, is to find out the effect of Clustering Technique in Teaching Writing Narrative Text at Second Grade of SMPN 25 Makassar.

D. Significance of the Research

The result of this research is expect to be usefull, both the oretically and practically. (1) The oretically, this research is expect to be a new technique in terms of language teaching development, especially in writing and (2) practically, this research is expected to be: (a) source of information on how the teacher handles the students ability in writing text for writing class, (b) a good guidance for the students in improving writing ability through Clustering Technique in Teaching Writing Narrative Text, and (c) source of information for the next researcher who want to do further study in writing.

E. Scope of the Research

To avoid the research broadening, it is very important to made clarification of some issued that is limited into three aspects, namely discipline, content and activity.

By discipline, this research deals teaching writing used Clustering Technique of second year students of SMP Negeri 25 Makassar. By content, the researcher focuses on clustering technique in writing text,

CHAPTER II

LITERATURE REVIEW

This chapter presents previous related research findings, some pertinent ideas, conceptual framework and hypothesis.

A. Previous Related Research Findings

Rico (2000 : 38) says Clustering technique is the basic of natural writing, can be use to generate ideas for writing of any form : essays, poems, short stories, business reports, song lyrics, even novels. It means Clustering Technique can be use in developing students' narrative writing achievement. Making a cluster diagram is the best way and very helpful for people who has brains that works best visually, a cluster diagram might be user-friendly (Grenville : 2001:11).

Clustering technique is one of the pre-writing activities that can help man to generate the ideas. According to Noel (2005 : 6) clustering is a method of "mapping" your ideas as they come into your mind. It is similar to brains forming, though it is much more visual. to cluster, put a word, phrase, or sentence in a circle in the center of a blank page. Then, put every new idea that comes to you in a circle and show its relationship to a previous idea by drawing a line to another circle. The further you carry each branch or arm, the more detail the information becomes.

Related to writing skill, according to Brown [1] writing is "a thinking process, because writing is the process of putting ideas down on paper to transform thoughts into words and give them structure and coherent organization". It means that writing is process to transform the ideas into words and it also pay attention about structure and coherent of the ideas. Moreover, Hayland [8] writing is "a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views on a topic". It means that writing can share personal meanings and write the ideas base on the topic. For others, Richards and Renandya [20] writing is "the most difficult skill for second language learners to master". It means that writing is a skill that most difficult for students to be master.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of Writing

Writing means producing or reproducing oral message into written language. It involves a process to organize, formulate, and develop the ideas on the paper so that readers can follow the writer's message. As state in Harmer (2004;4) that writing is divide into three criteria: process, content and medium.

In the process of writing, the writer encounters four steps; planning, drafting, editing until final version (final written form) which all the processes affect by the content of what we have done in writing using the particular medium, such as pen and paper, computer word files, live chats, etc.

Bram (1995:11) describe that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph, and paragraph to essay. Ghaith (2002:4) also describe that writing is a complete process that allows writer to explore thoughts and ideas, and make them visible and concrete.

Therefore, the researcher concludes that writing is an activity to put our ideas in written form that all the elements of the language have important role in this activity like punctuation, spelling, grammar, and vocabulary.

b. Elements of writing

Jacobs (2004:3) states that there are five elements of writing which elaborates as follows:

1) Content.

In order to have a good content of writing, its content should be well unified and completed. The term usually known as unity and completeness, this became the characteristics of the good writing. The main idea has to be explained and develop fully. When we say that a sentence has a unity, we mean that everything in it, has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is a necessary to that purpose.

2) Organization

In organization of writing concerns with the way of the writers organized the ideas or the message in the writing. The purposes of the organizing the material in writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern that happened from the beginning to the end.

3) Vocabulary.

One of requirement of a good writing always depends of the effective use of words. Effective use of words also deals with connotative or figurative language. They are all important nearly all form of writing, but particularly in personal description, word rich in association are more effective than those mainly transmit information.

4) Language use.

Language use writing involves correct usage end points of grammar there are many points of grammar, such a verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verbs, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since we have an opportunity to reread and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement and in case of noun and pronoun.

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

- a) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides, through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.
- b) Punctuation. It can be used as a unit of meaning and suggest on how the units of it relate to each other.
- c) Spelling. There are three important rules followed in using spelling appropriately. They are suffixes, plural formation, and handling error within the words.

In this research, the writer focused and analyzed five aspect based on content, organization, mechanics, language use and vocabulary in writing paragraph.

c. Criteria of Good Writing

According to Peha (2003), a good writing would definitely have to include like proper gramma, use of puntuation markas and capitalization, and spelling. A good writing makes the readers are casier to understand about the ideas in the written text. Good writing has :

- 1) Ideas that are incresting and important.

Ideas are the heart of the piece-what the writer is writing about and the information ha or she choosen to write about it.

- 2) Organization that is logical and effective.

Organization refers to the order of ideas and the way the writer moves from one idea to the text.

- 3) Voice that is individual and appropriate.

Voice is how the writing feels to someone when they read it. Is ti formal or casual? Is it friendly and inviting or reserved and standofish? Voice is the expression of the writer's personality though words.

- 4) Word Choice that is spesific and memorable.

Good writing uses just the right words to say just the right things.

- 5) Sentences Fluency that is smooth and expressive.

Fluent Sentences are easy to understrand and fun to read with expression.

6) Conventions which are correct and communicative.

Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

2. Narrative Text.

a. Defenition of Narrative Text.

A Narrative text is a text amuses entertain, and deal with problematic events with lead to a crisis turning point of some kind which in tuns find a resolution? The narrative text short story is telling of story or on account of a sequence of events. One of the four traditional forms of composition (along with description, wich can also relate a sequence of event, in that narration need not respective of a character in the text.

b. Structure of a Narrative Text.

- 1) Orientation sets the science and introduction the participats.
- 2) Complication a crisis arises
- 3) Resolution crisis is resolved for the better or for warse.
- 4) Re-Orientation optimal
- 5) Evolution as tapping back to evaluation the plight.

c. Types of Narrative Text.

1) Fiction.

Fantasy example include traditional tales like fairy tail, tall tales, mith, and contemporary, creations a such as the Harry Potter Series.

2) Science Fiction.

Contemporary problems are protected hundred of year into the future over population pulution, religious or racial disharemany, political, structure, scientific (e.g. generic engineering computerization).

3. Clustering Techniques.

Clustering techniques is a techniques to turn a board subject into a limite and more manageable topic for a short essay or text, According to Lengan (2002) Clustering techniques is also known as diagramming or mapping, is a techniques that can be use to generate ideas in writing. This technique is helpful to think in a visual way. In clustering technique, there are lines, boxes, arrows, and circle to show relationship among the ideas and details, it is added by pharr and santi (2005),

In clustering the students write a topic in center of piece of paper, then write ideas suggest by the topic around it. Connecting these to the topic with lines, follow the same procedureds with their subtopics, so this technique can help the students to stimulate their ideas and to organize them before they defelope into paragraph

Beside that this technique can motivate them to write. By applying this technique in writing class. especially in teaching writing a descricptive text, the teacher is suppose to be able to assist the students to improve their motivation to write, to generate their ideas and to make them interest in learning writing a descricptive text.

4. The Characteristic of Good Paragraph.

Mc. Crimmon in Wallu (2009:12) states that a good paragraph should have four characteristics:

1) Unity.

It means that every sentences in a paragraph contribute to develop topic. It develops without getting of tract. This means that all developments support the topic sentence.

2) Completeness.

Paragraph is complete when it provides information well develope enough to convince the reader of truth. In complete paragraph, the writers provide the readers with restricte topic sentences and sufficient information to clarify, analyze and support the main idea that which is stated in the topic.

3) Order.

The organization of information in a paragraph is represent in a desirable sequence. The order of information is a paragraph depends on the subject matter, the purpose of the writing and the researcher presence.

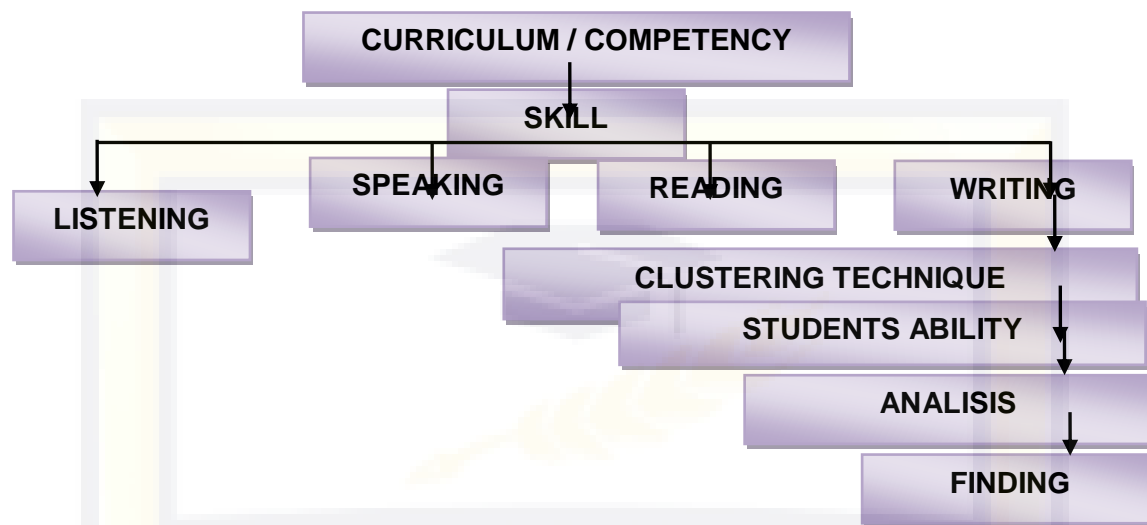
4) Coherence.

Coherence mean is each sentence in a paragraph is closely relate to the next. It takes the reader logically and smoothly from one sentence on the next so that ideas stick one another.

Base on the theory of paragraph above the writer concludethat a good paragraph is a mini essay which should demonstrate three components that include: introduction that is a topic sentence; body which includes supporting details; and conclusion or a transitional sentence to the paragraph that follows. A good paragraph has the characteristics of unity, completeness, order and coherence.

C. Conceptual Framework.

In this study, the researcher using quantum learning method as the treatment to see the effects, if any, on the students' writing ability focus on narrative text. The researcher, in this case, is wondering whether the students in the research location are able to improve their writing ability through clustering technique learning as teaching method that they need to accomplish.



The following is the explanation of the conceptual framework of this research:

1. This research will be using narrative text and in which narrative text focuses on telling a fiction story.
2. The result of the students writing through clustering technique as teaching method.
3. In improving students' ability, the researcher identify the analysis of the result from the research by a clustering technique.

D. Hypothesis

The most common hypothesis that is used in experimental studies are:

1. H_0 : There is no significant effect of Clustering Technique in Teaching Writing Narrative Text
2. H_1 : There is a significant effect of Teaching Writing Narrative Text

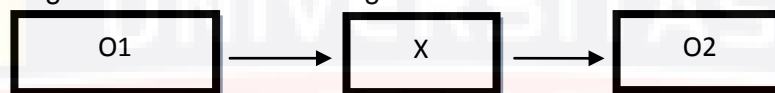
CHAPTER III

RESEARCH METHOD

This chapter presents research design, variables and operational definition of variables, population and sample, research instrument, data collecting procedures, and technique of data analysis.

A. Research Design

This research used pre-experimental method that used one-group pre-test, treatment, and post-test design, in which the group determined by the result of pre-test. According to Gay et al, (2006:225) one group pre-test and post-test design involves a single group that was determining by pre-test result, treatment, and post-test. The success of the treatment was determine by comparing posttest scores and pre-test. The design is seen in the following:



Gay, L. R. (2006:225)

The diagram show the design is used in the current study. The symbol 'O1' denoted the pre-test gave to all the population to determined the sample of the research by taking students who had "low level". Moreover, 'X' denoted to the treatment which was given to the sample and 'O2' denoted to the post-test gave after the treatment.

B. Variables of the Research

This research has two kind of variable; they were independent variable and dependent variable. The independent variable was teaching writing through clustering technique focus on narrative text while dependent variable was students' writing achievement.

C. Population and Sample

1. Population

The population of this research as the second grade students of SMP Negeri 25 Makassar. The total of populations are 112 students who were distributed in four classes and each class consist of 25-30 students.

2. Sample

The sample of this research were 28 students where the male students were 10, and the female students were 18. The writer applied purposive sampling technique. Purposive sampling meant that the writer took the sample who had difficulties in writing especially when the students make a narrative text with using clustering technique that shown in their result pre-test and who own the method (clustering technique). The writer took class VIII as the sample of the research.

D. Instrument of the Research

Instrument of the research was a writing test. This instrument were the tests consists of pre-test and post-test. In both tests, the students wrote a narrative text without using clustering technique.

E. Procedure of Collecting Data

1. Pre-Test

The pre-test were conduct in both experimental and control each students as the first meeting. This test aimed to gather the data of students' initial writing skill and to ascertain that each students have similar capability in writing skill before they receive the treatment. As Creswell (2012) note that pre-test provides a measure on some attribute or characteristics that researcher assess for participants in an experiment before they receive the treatment (p, 297)

After that In pre-tes the act before doing the treatment and determining the sample, the writer gave pre-test to know the areas of difficulty in writing. In this test, the writer gave a paper to each students and giving instruction to the students to wrote free a narrative text. It runs for 90 minutes without method.

2. Treatment.

In clustering step the researcher doing gave a material and explained about clustering technique in writing. In writing process the students wrote a topic in center of piece of paper, then write ideas suggest by the topic around it. Connecting these to the topic with lines, follow the same procedures with their subtopics, so this technique can help the students to stimulate their ideas and to organize them before they develop into paragraph. After that, the researcher gave the students a paper to each students and given a dictionary to guide the students in writing process.

3. Post-test.

The post-test administered after treatment. The topic of the post-test is the same as the one in pre-test. The result of the post-test used to find out the students' achievement in writing skills. The post-test run for 90 minutes.

F. Techniques of Data Analysis

In this research, the data collected from the test. It was analyzed quantitatively including descriptive statistics and the procedures, as follows:

a. Scoring students' pre-test and post-test

In scoring students' pre-test and post-test, the writer used the following steps:

1. Scoring students' correct answers of pretest and posttest.

However, to make the students' score more objective, the writer invited two supervisor for checking students' writing both in pre-test and in post-test. All the evaluators used the scoring system based on Jacob's (2004:12-14) scoring system for (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics.

Table 3. 1. Scoring system for content

Score	Classification	Criteria
5	Very good	Clear, focus and interesting detail, complete rich. Well focus main ideas stand out; secondary ideas do not assert too much attention.
4	Good	Clear and focus, even though the overall result may not be especially captivating, support is attempted, but it may be limited or obvious, in substantial, too general
3	Fair	Lack of logical sequencing and development ideas, confusing and disconnected, lack in purpose or theme
2	Poor	Not fluent, does not communicated, information is very limited, boring
1	Very poor	No organization, not enough to evaluate because no meaningful

Table 3. 2. Scoring system for organization

Score	Classification	Criteria
5	Very good	Fluent expression-ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compelling and moves the reader through the text. Good introduction and strong conclusion
4	Good	The reader can readily follow what's being said but overall organization may sometimes be ineffective, poor to obvious or main idea stand out logical but incomplete sequencing
3	Fair	Lack of logical sequencing and development not fluent, the writing lack direction with ideas detail
2	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete or bewildering
1	Very poor	No organization, confusing the sender, not enough to evaluate

Table 3.3 Scoring system for vocabulary

Score	Classification	Criteria
5	Very good	Effective words, usage, specific and accurate
4	Good	Adequate rank occasional error/ idiom, choice and usage

3	Fair	The language communicate but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precession
2	Poor	The reader struggle with a limited vocabulary, grouping for words
1	Very poor	Many errors of words/ idiom choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadcast, many repetitions of words, often words simply do not fit the text, verb are weak and few in number: is, are, were dominated

Table 3. 4. Scoring system for language use

Score	Classification	Criteria
5	Very good	Effective complex construction, few errors of arrangement, tense, number words order/function, article, pronouns, and preposition
4	Good	Effective but simple constriction, several errors of arrangement, tense, words order/function, articles, pronouns, and prepositions but meaning confused or observed
3	Fair	Major problem in simple/complex, frequent errors of arrangement, tense, words order/function, articles, pronouns, prepositions and /or fragment does not communication
2	Poor	Dominated by errors of grammar, cannot be understood and evaluated
1	Very poor	Virtually no mastery of sentence construction rules

Table 3. 5. Scoring system for mechanics

Score	Classification	Criteria
5	Very good	Demonstrated mastery of conventions, few errors spelling, punctuation, capitalization and paragraphing
4	Good	Few errors of spelling, capitalization, paragraphing, but not observed
3	Fair	Some errors of spelling, punctuation, capitalization, and paragraphing
2	Poor	Many errors of spelling, punctuation, capitalization, and paragraphing
1	Very poor	illegible writing

b. The researcher then accumulate all the score from the evaluators.

Table 3. 6. Students' score classification

No	Classification	Score
1	Excellent	86-100
2	Very good	71-85
3	Good	56-70
4	Fair	41-55
5	Poor	26-40
6	Very poor	Less than 25

Depdiknas (2005:20).

c. Classifying the students' score, the writer use the following formula :

1) Computing the frequency of the rate percentage of the students of score :

$$\text{Score \%} = \frac{F}{N} \times 100$$

Where : F = Frequency
N = The Total Number of Students'

2) Calculating the mean score of the students' by using the formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where : x : Mean Score.
 $\sum x$: Total Row Score.
N : Total Number of Students'

3) Calculating standar deviation of each score of the pre-tes and post-test, the

researcher use the following formula :

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where : SD : Standard Deviation.
 $\sum x$: Sum of The Score Test.
 $\sum x^2$: Score of The Test.
N : The Total Number of Students.
1 : Constant Number.

4) Finding out significant different between pre-test and post-test by using the

formula :

$$SD = \frac{\bar{D}}{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}$$

Where :

- \bar{D} : Deviation
- SD : Standard Deviation
- $\sum x$: Sum of The Score Test
- $\sum x^2$: Score of The Test
- N : The Total Number of Students
- 1 : Constant Number

5) Finding out significant defferent between pre-test and post by using to formula :

$$\bar{D} = \frac{\sum D}{N}$$

:Where :

- \bar{D} = Deviation
- \sum = Standard Deviation
- N = Number of Students

$$t = \frac{\bar{D}}{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}$$

:

- Where t : Test of significant
- \bar{D} : The Deviation of Mean Score
- $\sum D$: Sum of The Score Test
- $\sum x^2$: Score of The Test
- N : The Total Number of Students
- 1 : Constant Number

CHAPTER IV

FINDING AND DISCUSSION

A. Findings.

The finding of the research based on the result of the data analysis. The data analysis used clustering technique in teaching writing narrative text at The Second Grade of SMP 25 Makassar. The data used writing test to collected the data. The writing text consist of pre-test and post-test. The pre-test was given to find out the students' prior speaking competence before presenting problem solving task and the post-test was given to find out the effect of students' writing competence after giving the treatment.

After analyzing the data derived from the pre-test and post-test below is the result of data analysis. The data are served in some tables wich consist of some forms of analysis namely score, calsfication, frequency, and percentage. These finding are described as follows :

1. Students' mean score in pre-test and post-test of four elements :
 - a. Writing Content.

The students' writing content before and after giving treatment can be seen in the following table :

Table 4.1 : Rate percentage of Content

No	Class	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent	86-100	0	0%	0	0%
2	Very Good	71-85	0	0%	1	3.57%
3	Good	56-70	0	0%	15	53.57%
4	Fair	41-55	2	7.5%	12	42.85%
5	Poor	26-40	25	89%	0	0

6	Very Poor	0 - 25	1	3.5%	0	0
			28	100%	28	100%

Notation :

Class : Classification

Freq : Frequency

Perce : Percentage

The data of pre-test and post-test in the table 4.1 show a significant difference of the students writing skill in content. In the pre-test indicated that no students categories as excellent, very good, and good, 2 students (7.5%) categories as fair, 25 students (89%) categories as poor, and 1 students (3,5%) categories as very poor. It means that the students ability in writing categories as poor before giving treatment.

While in post-test indicated that after giving treatment, no student classified as excellent, poor, and very poor, 1 student (3.57%) classified as very good, 15 students (53.57%) classified as have a good score in content, 12 students (42.85%) classified as fair. It means that most of students average categories as content after used in content.

b. Writing Organization

The students writing organization before and after giving treatment can be seen in the following table :

Table 4.2 : Rate Percentage of Organization.

No	Class	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc

1	Excellent	86-100	0	0%	0	0
2	Very Good	71-85	0	0%	0	0%
3	Good	56-70	0	0%	17	60.72%
4	Fair	41-55	4	14.28%	11	39.28%
5	Poor	26-40	23	82.14%	0	0
6	Very Poor	0 – 25	1	3.58%	0	0
			28	100%	28	100%

Notation :

Class : Classification

Freq : Frequency

Perce : Percentage

The data of pre-test and post-test in the table 4.2 show a significant difference of the students writing skill in organization. In the table pe-test indicated that no students categories as excellent, very good, and good, 4 students (14.28%) categories as fair in organization, 23 students (82.14%) categories as poor, and 1 students (3,58%) categories as very poor. It meas that the students cateories as poor classification before giving treatment.

While in post-test table 4.2 indicated that after given treatment, no students who have excellent very good and good classification, 17 students (60.72%) have good, 11 students (39.28%) have fair score in content, and no students have poor and very poor classification score. It means that most of students average categories as organizaation after used in organization.

c. Writing Vocabulary

The students writing organization before and after giving treatment can also be seen in the following table :

Table 4.3 : Rate Percentage of Vocabulary

No	Class	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent	86-100	0	0%	0	0
2	Very Good	71-85	0	0%	0	0%
3	Good	56-70	0	0%	17	60.72%
4	Fair	41-55	23	82.14%	11	39.28%
5	Poor	26-40	4	14.28%	0	0
6	Very Poor	0 – 25	1	3.58%	0	0
			28	100%	28	100%

Notation :

Class : Classification

Freq: Frequency

Perce : Percentage

The data of pre-test and post-test in the table 4.3 show a significant difference of the students writing skill in vocabulary after treatment was given the pre-test. In the table pre-test indicated that no students categories as excellent, very good, and good, 23 students (82.14%) categories as fair in vocabulary, 4 students (14.28%) categories as poor, and 1 students (3,58%) categories as very poor. It meas that the students cateories as poor classification before giving treatment.

While in post-test table 4.3 indicated that after given treatment, no students who have excellent very and good classification, 17 students (60.72%) categories as good, 11 students (39.28%) categories as fair in content, and no students categories as poor and

very poor classification. It means that most of students average categories as vocabulary after used in vocabulary.

d. Writing Language Use.

The students writing Language Use before and after giving tretment can also be seen in the following table :

Table 4.4 : Rate Percentage of Language Use.

No	Class	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent	86-100	0	0%	0	0
2	Very Good	71-85	0	0%	2	7.15%
3	Good	56-70	2	7.14%	14	50%
4	Fair	41-55	2	7.15%	12	42.85%
5	Poor	26-40	24	85.71%	0	0%
6	Very Poor	0 – 25	0	0%	0	0%
			28	100%	28	100%

Notation :

Class : Classification

Freq : Frequency

Perce : Percentage

The data of pre-test and post-test in the table 4.4 show a significant difference of the students writing skill in Language Use. In the table pre-test indicated that no students categories as excellent, and very good, 2 students (7.14%) categories as good in language use, 2 students (7.15%) categories as fair, 24 students (85.71%) categories as poor in language use, and no students (3,58%)

categories as very poor. It means that the students' categories as poor classification before giving treatment.

While in post-test table 4.4 indicated that after given treatment, no students who have excellent classification, 2 students (7.14%) categories as very good, 14 students (50%) categories as good score in language use, 12 students (42.85%) categories as fair, and no students have poor and very poor classification score. It means that most of students average categories as language use after used language use.

2. Student Writing

The data analysis shows that using clustering technique in teaching narrative text at The Second Grade of SMP 25 Makassar, in the result of the data analysis can be seen in the students' mean score of the pre-test and post-test as follows :

Table 4.5 : The mean score and Standard deviation of Pre-test and Post-test.

Test	Mean Score	Standard Deviation
Pre-test	8.34	44.59
Post-test	14.33	174.8

Table 4.5 shows that the mean score of data analysis of students' in writing narrative text is (8.34) which is classification as very poor and the mean score of the post-test is (14.33) which is classification as average. The mean score of students' post-test is higher than the main score of pre-test. While the standard deviation of the students' post-test. So the result of the mean score indicates 'that The Students Writing

Ability on Clustering Technique in Teaching Writing Narrative Text at Second Grade Of SMPN 25 Makassar.

In order to know whether or not the mean score different from the two variable (pre-test and post-test) at the level of significance with degrees of freedom ($Df = n-1$, where number of students (280 t-test for non independent sample was applied. The following table shows the result of the conclusion.

Table 4.6 : The t-test of the students' writing achievement.

Vaariabile	t-test Value	t-table Value
$X_2 - x_1$	15.69	2.052

Table 6 above show that t-test value (15.69) higher than t-table value (2.052). it can be concluded that there is a significance different between the result of the students' pre-test and post-test . it also indicate that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Based on the data analysis above it was found the effect of writing ability through clustering technique at SMPN 25 Makassar. It was proved by the result of the students' mean score in pre-test and post-test after calculated writing of assessment.

B. Discussion

This section presents the discussion as in interpretation of the result of the data analysis. The section discuss about the result after doing the research to enhance their writing ability and furthermore. This section

describing the students' ability in writing after applying clustering technique in teaching English.

In pre-test are conducted in both of research, the writer conducted to control each student as the first meeting. This test aims to gather the data of students' initial writing skill as certain that each student has similar capability in writing skill before they receive the treatment. As Creswell (2012) notes that pre-test provides a measure on some attribute or characteristic that researcher assesses for participants in an experiment before they receive the treatment.

After that in pre-test the act before doing the treatment and determining the sample, the writer gives pre-test to know the areas of difficulty in writing. In this test, the researcher will give a paper to each student and give instructions to the students to write free a narrative text. It runs for 90 minutes without method.

Clustering technique which was applied in the learning process in the class. During the learners were taught by applying clustering technique in narrative text. Teacher asks for the students' to clustering technique. To aim the teacher wants to know the ability of students about English especially in the writing skill.

In teaching and learning process, English teacher often finds their students are not able to express their ideas in their writing, it is experience by English teacher of SMP Negeri 25 Makassar who states that there are three main problems in writing faced by the students; lack of ideas, poor in grammar and mother tongue interference.

In clustering step the researcher will do give a material and explain about clustering technique in writing. in writing process the students write a topic in center of piece of paper, then write ideas suggest by the topic around it. Connecting these to the topic with lines, follow the same procedures with their subtopics, so this technique can help the students to stimulate their ideas and to organize them before they defelope into paragraph after that the researcher will give the students a paper to each students and given a dictionary to guide the students in writing process.

In the final process the post-test is done in one meeting. The post-test will be administer after treatment. The topic of the post-test would be the same as the one in pre-test. The result of the post-test will be used to find out the students achievement in writing skills. The post-test run 90 minutes.

The writer found many problems from the students' about the writing test. They are still confusing for organized in writing and how to choice a good words to make a paragraph.

So. The use of clustering technique method could give an effect of students writing ability because there were many possitive things that the students' got during the treatment was conducting. It proved by their mean score in pre-test and post-test that shown a significant effect in writing content, organization, vocabulaary, and language use. This is most important because students starts to consstuct their knowcadge in process of clustering technique and also to find out what they do and do not know.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter. The writer concluded.

1. Clustering Technique is very helpful and effective way in improving students skill especially in writing ability
2. There is significant effect of students writing ability in using clustering technique for writing narrative text.
3. The use of Clustering Technique in Teaching Writing Narrative Text at Second Grade of SMPN 25 Makassar was very poor before the writer applied the clustering technique method on strategy in teaching English and their writing enhanced from poor level to average level after giving treatment.
4. Most of students are interested in learning skill used clustering technique method because clustering technique gave the students improvement in writing narrative text especially in writing content.
5. The Clustering Technique could give the writer can use the method for teaching English especially in writing narrative text.

B. Suggestion

It has been proven that used clustering technique in writing narrative could give effect of students and students' learning outcomes in writing subject. Then the writer suggest the following things.

1. The used of clustering technique in teaching with applied the correct media. It should be focuses on improvement of students' skill in writing and the aim of the larning to goal.
2. Clustering Technique in process learning of the teacher should be involve the act of students in the active menner in process of learning with the result that occur the students interaction in the society until gave effect in improvment the skill of speaking ability to used in oral communication.
3. The teacher suggest to be applied clustering technique to improve students writing ability besed on aspect of writing assesment.

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