

THESIS

**THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS
ACHIEVEMENT IN WRITING RECOUNT TEXT AT MAS. PAB 1
SAMPALI**

*Submitted to Faculty Tarbiyah Science and Teacher Training UIN-SU Medan
As a Partial Fulfillment of the Requirement S1 Degree*

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ABSTRACT

Key Word: *Clustering Technique, Students Achievement in Writing Recount Text.*

The aims of this research is to find out the empirical evidence of students achievement in writing recount text by using clustering technique in class XI IPA 1 PAB Sampali. The students are consists 29 students. The research of this study is conducted by using class room action research (CAR). The technique of analyzing data of this study are apply by using qualitative and quantitative data. Based on the data analysis, the result of data analysis shows that the students average score is 56.41. It is gained from the pre-test result, there only 3 or 11% students who pass criteria for minimum achievement (KKM). The result of post-test in cycle 1, there are 17 or 60% students who pass KKM considering their mean score of test is 68.96. The result of post-test in cycle II, the are 29 or 90% students who pass the KKM in which their mean is 81,72. It means that the students achievement in writing recount text is improving significantly. Based on the result of data, the researcher concludes that the use of clustering technique to improve students achievement in writing recount text.

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is a productive language skill. Because it is the language skills productive, the student is able to know and master the system of rules of grammar, the control aspects of linguistic mastery of discourse that includes the ability to arrange or organize ideas in a form of speech that is cohesive and coherent, and mastery of strategy that of the ability to use verbal and nonverbal strategies to cope with various gaps between the speaker/writer to the listener or reader. “Many people find it easy to speak but hard to write things down on paper. Writing is a complex skill, Leo Masiello stated “writing is hard work, or one student explains, for me, writing is like running or exercise. The reasons that say this is because both of these activities take a lot of effort.¹

Mastery of English competency is not only focused on reading skills but also must be balanced with writing skills. In subjects in English there are some absolute genres in the study by students at senior high school. One is the ability to write recount text. Recount text retells an experience. This has a generic structure that is orientation, event, and re-orientation. Writing text recount means that learners are able to develop the skills to write the text type/genre form of a recount. Recount text is one genre that tells of an event or events that have occurred and/or an event experienced the recent past and is one of the genres that are taught from

¹Leo Masiello, (1986), *Writing in Action*, New York: Macmilan Publishing Company, p.1

some existing genre. Based on the study, ideally learners are able to create a form of a recount. Because writing that learners write is an idea or ideas they have experienced in their lives.

Ideally the second semester of class XI students were able to write recount text using the rules that exist are using a generic structure right, choosing the right vocabulary based on the theme and use of past tense. And is also able to describe experience so that the reader can as if to see and feel what is written in the text. There are many problems in writing text, such as: grammar problem, the organization of the writing, the content of the text, vocabularies, and about spelling. To solve these problems, it needs the creativity of teachers to use the suitable technique in teaching writing of recount text. There are a lot of techniques and methods in teaching learning process that can motivate the students and teacher to get the English teaching effectively.

Based on my experience in teaching learning process the English teacher (PPL) the students' achievement in writing is still low. The evidence is when I took evaluation in writing recount text the result of the test was bad. The high mark that they got was 60. There are some factors that cause these, they are: 1) students seldom practice to write, even in their native language, so it become a more difficult challenge to write in English, 2) The students are still confused how to start writing, how to write systematically, and how to make the sentences be coherence and cohesive between the main idea and the first sentences and the supporting sentences, 3) The strategy that teacher use to teach the students writing

does not motivate and encourage them, even many of the teachers get trouble to teach this skill is seldom taught to the students. Teachers have to be able to motivate the students to write, for example by applying a technique in teaching writing can encourage the students to write.

Based on the explanation above, I conducted a study on applying clustering technique in teaching writing to the students. Clustering is one of the techniques to generate ideas like brainstorming technique. This technique is by writing down the ideas that relate to the topic. In brainstorming technique, write down the ideas in a list, but in clustering technique, write down the ideas in circles around the topic. Then, generate the ideas and write down in smaller circles. By using clustering technique, it can be seen which one of the ideas that can be used. The clusters that have little circles or branches can be deleted, and use the clusters that have many circles in order to the ideas can be improved.²

To get new ideas and combine them, clustering and branching give the technique to connect the ideas. I can decide that whether the subtopics are important or not and whether the ideas relate to others.³ That is applied to improve students' achievement in writing recount text. It means that learning by using this technique helps students develop good writing skill.

Based on the situation described above, I conducted a study on "the use of clustering technique to improve students' achievement in writing of recount text at MAS PAB 1 Sampali"

²Ann Hogue, (1996), *First Step in Academic Writing*, New York :Addison Wesley Publishing Company, p. 91-92

³Dawn Sova, (2004), *Writing Clearly A Self Teaching Guide*, USA:John Wiley & Sons, Inc, p.30.

B. Research Question

Based on background above, I would plant to analyze the use of clustering technique to improve students writing of recount text at second grade students of MAS PAB 1 Sampali. I formulate problem in this research.

1. How is the process of a recount text class using clustering technique?
2. Does using clustering technique improve students writing of recount text?

C. The Objectives of Study

The objectives of this study are:

1. To know using clustering technique improves students writing of recount text.
2. To know the process of a recount text class using clustering technique.

D. The Scope and Limitation of Study

I focus on teaching recount text at the second grade students of MAS PAB 1 Sampali. In order to make a description of this deeper, the problem will be limited in (a) the students' improvement in learning recount text using clustering technique, (b) the implementation of using clustering technique in teaching recount text.

E. The Significance of Study

The result of this study homely can be useful for:

1. Students, this result of this study will give benefit to the students to improve their ability in learning recount text.
2. Teachers, this result of study will give an input for the teachers in teaching recount text, and as an alternative technique to enrich their teaching technique.
3. Other Researchers, who are interested in teaching recount text at junior high school at second, all information can be useful for other researchers to do further research.

F. The Definition of Key Term

The following definitions which are used in this study are given to avoid misunderstanding and in order to make same perception for the readers. So the terms are needed to be defined as follow:

1. *Recount text means* kind of genre containing about retell events for the purpose of informing or entertaining.⁴
2. *Clustering technique* means the teachers way or strategy which actually gives the words that closely related to the theme provided.
3. *MAS PAB 1 Sampali* refers to Senior high school which is located in north Medan; it is under the supervision of the National Education Department of Indonesia.

⁴Rudi Hartono, S.S, M.Pd, (2005), *Genre of texts*, English Departement Faculty of Language and Art, Semarang State University, P. 6

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

1. WRITING

a. Definition of Writing

Writing is a skill, like driving or word processing that you can master with hard work. If you want to write, it is as simple as that. If you believe this, you are ready to learn how to become a competent writer.⁵

Allah said in Qur'an in Al-alaq Verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning: "who was taught (the writing) by the pen. He has taught man that which he knows not (Q.S Al-Alaq: 4-5)"⁶

Allah said in Qur'an in Al-Qalam Verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

The meaning: "Nun, by the pen and what the write (Q.S Al-Qalam: 1)"⁷

Writing is one of the language skills, which documents and informs the writer's ideas in a written form. It is considered as a process of

⁵JhonLangan, *English Skill with Readings*, New york: McGraw-Hill Comparies, inc, 7th edition, p. 12

⁶Muhammad Taqi-ud-Din Al-Hilali, (1998), *Translation of the Meaning of the Noble Quran in the English Language*. Madinah: King Fahd Complex, p. 841

⁷*Ibid*, p. 774

communication which requires an entirely different set of competencies and uses rhetorical conventions.

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. Then writing can be formed on the wall of a cave, a piece of paper, or a computer screen.⁸

b. The Concept of Writing

The need to communicate is one of the humankind basic needs and writing is one of the best communications, because it allows us to communicate with other. An expert stated “Writing is one of basic tools of civilization. Without it, the world as we know it could not exist.”⁹ Writing is a process of transforming thoughts and ideas into writers form to inform or communicate with the reader. Hyland supported that “writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic”.¹⁰ It means that writing is one of the important skills that must be learned. By writing students will be able to learn any aspects of language like grammatical aspect and language used. It believed that writing is a good way to develop students’ English ability.

⁸UtamiDewi, (2010), *How to Write*, Medan: La Tansa, p. 2-3

⁹Victoria Fronkin and Robert, (1983), *An Introduction to Language*, New York: CBS College Publishing, p. 160

¹⁰Ken Hyland, (2003), *Second Language Writing*, New York: Cambridge University Press, p. 9

To improve your ability to communicate in writing, read good prose regularly-for example, read books by established authors and leading articles in good newspaper. Other suggestions on the use of writing as an aid to thinking are included at the end.¹¹

Writing is one of four skills in learning English; the skills are listening, speaking, reading, and writing. At the first time, human learns listening naturally, then speaking, reading, and the last is writing. This is the stages how human learns a language. According to Harmer, there are four main elements in writing process. Those are:

a) Planning

Planning is before starting to write, I have to decide what they are going to say. When planning, I have to think about three main issues. In the first place they have to consider the purpose of their writing. Secondly, my experienced of the audience they are writing for, it is formal or informal. Thirdly, I have to consider the content structure (how be sequence the facts, ideas, or arguments which they have decided to include).

b) Drafting

Drafting is when I can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way to the final version.

¹¹Robert Barras, (1995), *Students Must Write*, New York: Methuen & Co Ltd, p. 19

c) Editing

Editing (reflecting and revising).Editing (reflecting and revising) is after making a draft, usually I read what they have written in drafts to see whether it is correct or not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing.

d) Final Version (Publishing)

Final Version (Publishing) is the last process of writing. After editing the draft.Iproduce their final version.¹²

c. The Purpose of Writing

According to Haliday suggests that written language is used for the following purposes:

- a) For action (for example, public signs, product labels, television and radio guides, bills menus, telephone directories, ballot papers, computer manual);
- b) For information (for example, newspapers, current affairs magazines, advertisements, political pamphlets);
- c) For entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles).¹³

¹²Jeremy Harmer, (2004), *How To Teach Writing*, Malaysia: Longman, p. 11

¹³David Nunan, (1999), *Second Language Teaching & Learning*, Boston: Heinle&Heinle Publishers, p. 275

2. RECOUNT TEXT

a. Definition of Recount Text

Recount text retell about past event and use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other. It is very easy to different recount text from another text story. Usually in recount text, the subject is I, or the name of human.¹⁴

In order word recount text told other people about something that has happened in your life, what you did at the weekend. It might be about exciting things that happened when you were on holidays last year. Speaking or writing about past events is called a recount text. In short a recount text 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 occurred and when it occurred.

Recount text is a text which retells events or experience in the past, the social function is to retell events for the purpose of informing and entertaining.¹⁵ In simple word, recount text is a genre which is made in order to inform about activities in the past.

From some definitions above, we can conclude that recount text is a way to retelling the past events or describing an experience in the chronological order. Because of this text retell something that happened in the past, that tense that used in this text is past tense. Then, language used

¹⁴Sri DewiAstuti, (2002), *Comparing and contrasting Descriptive and Report Text*, Bekasi: AdhiAksaraAbdi Indonesia, p. 90

¹⁵Pardiyono, (2007), *PatiBisa! Writing Clues For Better Writing Competence*, Yogyakarta: ANDI, p. 164

and sequence are important part in writing recount for the writer in order to avoid misunderstanding between the writer and the reader.

b. The Purpose of Recount Text

The purpose of recount is to reconstruct past experiences by retelling events in original sequence. The other purpose of recount text is to tell or amuse the reader or audience. It is in line with Artono Wrdiman 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 when it occurred and to retell events for the purpose of informing and entertaining.¹⁶ From that purpose, means that recount is not only retell that past activities that happened, but to inform the reader about some information that happened. For example, retell that fact about disaster that happened like in the newspaper or magazine. Then the purpose of recount text also to entertain means that the recount text expected to amuse the reader about the text thought has written.

UtamiWidiyati also supported that the social function of recount text retells events for the purpose of informing and entertaining.¹⁷

¹⁶ArtonoWardiman, et al, (2008), *English in Focus for Grade VII Junior High School (SMPT/MTs)*, Jakarta: PusatPerbukuanDepartemenPendidikanNasional, p. 124

¹⁷WidiyatiUtami, (2008), *Contextual and teaching Learning BahasaInggrisKelas VII*, Jakarta: PusatPerbukuanNasional, p. 29

c. Types of Recount Text

Based on the purpose of recount text, there are several types of recount text: personal recount, factual recount, and imaginative recount.

a) Personal Recount

Personal recount is retelling an event that the writer has experienced before by his or herself. The purposes of personal recount are to inform, entertain the audience, or both. The examples of this personal recount are: diary, personal letter, and biography or autobiography.

b) Factual Recount

Factual recount records the details of an event by reconstructing some factual information. The purpose of factual recount is to inform the factual information or events. The examples of this factual recount are: traffic report, a science experiment, police report of an accident, news story, news report, speech, and historical events.

c) Imaginative Recount

Imaginative recount which retells imaginative story that the events of story do not occur in the real life. It also has an imaginary role and creates imaginary details by applying factual knowledge in order to interpret and recount event. The imaginative recount is usually made for the purpose of educating, for example textbooks.¹⁸

¹⁸M. Sudarwati, (2014), *Pathway To English for Senior High School and MA Grade X*, Jakarta: Erlangga, p. 199

d. The Generic Structure

A personal recount usually retells an experience in which the writer was personally involved. It lists and describes past experience by retelling events. It presents the events chronologically (in the order in which they happened). The purpose of a personal recount text are to inform, entertain the audience (listener or reader), or both. Recount text is one of kind of story genre, recount tells somebody about something, especially something that you have experienced. Rudi Hartono said that "Recount text is one kind of genre text, containing about retell events for the purpose of informing or entertaining".¹⁹The text consists of:

- Title (optimal)

It usually summarizes the next and informs specific participants.

(Ex: I, my Friends, my Family)

- Part I: Setting or Orientation

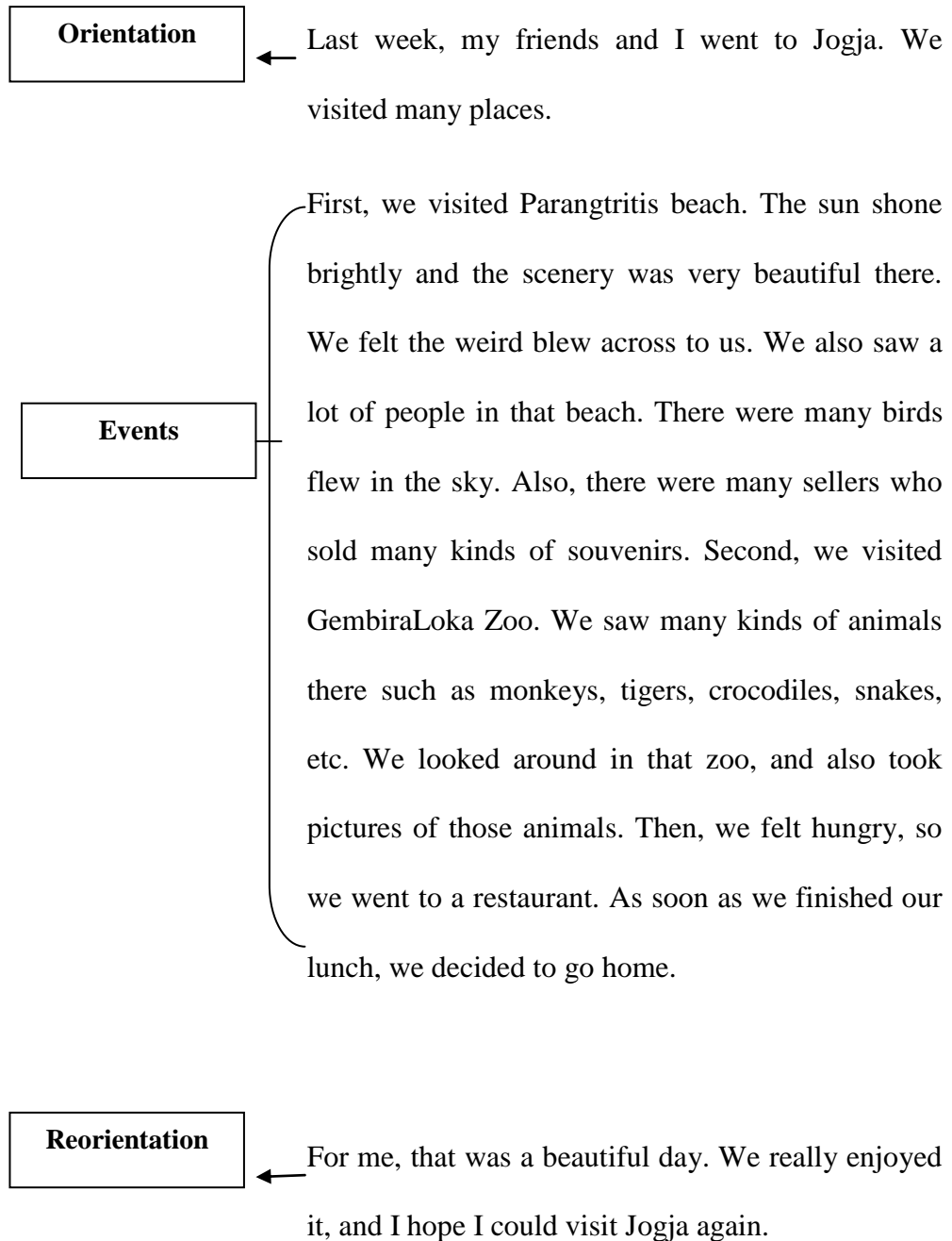
It provides the background information. It answers the questions: who, when, where, why, what experience.

- Part II: Lists of events

- Part III: Reorientation

Optimal-closure of events/ending.

¹⁹Rudi Hartono, S. S, M. Pd, (2005), *Genres of Texts*, English Departement Faculty Of Language and Art, Semarang State University, p. 6

The Example of Recount Text:**A Beautiful Day at Jogja**

e. Language features of Recount

Besides the generic structures of recount text, I also should know about the language features that used in recount text. Because language features of the text is the essential part in writing a text. Language features also can use for identifying what kind of the text is.

- a) Proper noun to identifying those involved in the text.
- b) Descriptive words to give details about who, what, when, where, how. The descriptive words are usually use adjective that used to describe the noun or personal attitude, like: happy, wonderful curious, fun, etc.
- c) The use of the past tense to retell someone experience and of course it used simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.
- d) Words that show the order events. Words showing order, namely:
 - First (second, third)
 - When
 - Then
 - At this point
 - At this time
 - After a while
 - At this moment
 - Meanwhile
 - Next

3. CLUSTERING TECHNIQUE

a. The Definition of Clustering Technique

Technique is the implementation that takes place in a classroom. It's like particular tricks, stratagem, or contrivance used to accomplish an immediate objective.²⁰

Clustering is group of thing close together or two from a close group.²¹ The purpose of brainstorming is to generate as many as ideas as possible. Brainstorming is a process of focusing the main on particular idea and recording the result. Clustering technique can help the students generate the ideas.²²

How to use clustering is very important to know so that it can be used well. To make clustering, a topic should be written by drawing a balloon around the topic. This is centre or core balloon. Then writing whatever ideas come into mind in balloon around in the core. More cluster associated with the activities aimed at a group of people. This technique is associated with determining the place and time to achieve a goal that is beneficial to divide and set targets. Cluster is a technique that is made by the data analysis shaping, sorting ourspecializes in specific target based group, type.²³

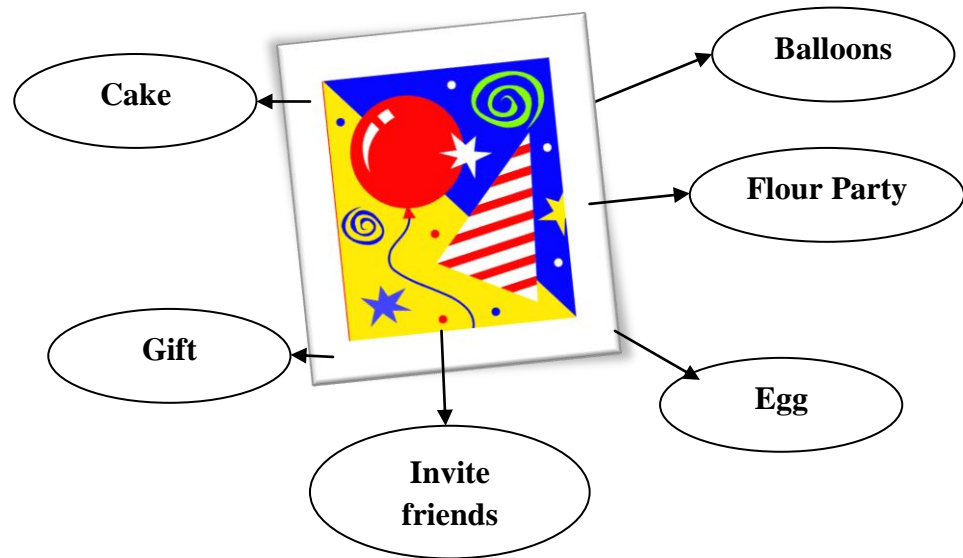
²⁰Jack C. Richard and Theodore S. Rodgers, (1986), *Approach and Language Teaching*, New York: Cambridge University Press, p. 15

²¹H. Manser, (1995), *Oxford Learners Pocket Dictionary*, Hongkong: Oxford University Press, p.190

²²Alice Oshima, (1981), *Writing Academic English*, New York: Addison-Wesley, p.9

²³Frans M. Royan, (2004), *Cluster Strategy*, Jakarta: PT GramediaPustakaUtama, p. 82

Figure 2.1 Example of Clustering



b. A Brief History of Clustering Technique

Long cluster analysis (first used by Tryon, 1939) includes several algorithms and methods for grouping similar objects into their respective categories. A common question facing researchers in many fields of research is how to organize observed data into meaningful structures, namely, to develop cluster can be used to find the data structure without giving an explanation/interpretation. Cluster analyses only find data structure without explaining why they are there. This technique aims to organize information/summarize data by grouping objects based on certain characteristics in common. Thus, Cluster analysis or clustering has the aim of grouping data from a series of observations into subsets (called clusters).²⁴

²⁴Hendry, (2011, 06 23), clustering technique, accessed on 02-03- 2017, from clustering technique: <https://teorionline.wordpress.com/2011/06/23/clustering-teknik-analysis/>

c. The Step of Using Clustering

Clustering is a way of generating and connecting ideas visually. I will use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of clustering.²⁵

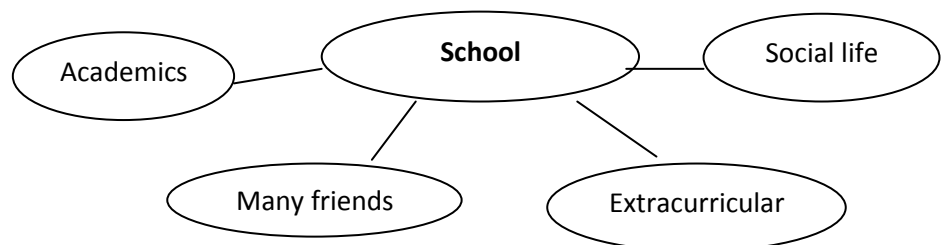
- Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.

Figure 2.2 The Circle of Main Topic (beginning stage)



- Write ideas relating to that topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, and move to another blank and just keep moving around and writing.

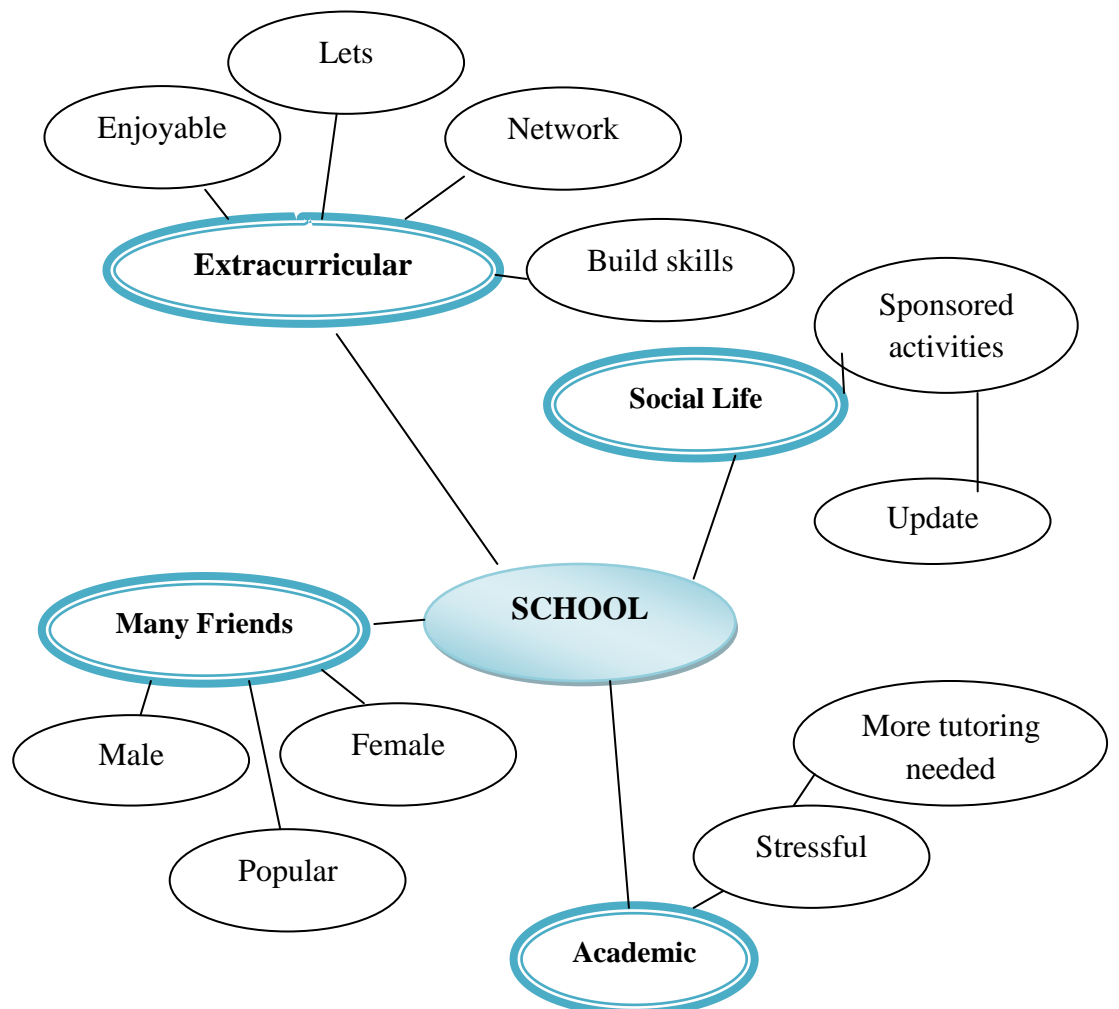
Figure 2.3 Grouping Ideas (second stage)



²⁵Barbara Fine Clouse, (2005), *A Troubleshooting Guides Strategies & Process for Writers*, New York: McGraw Hill, 4th Edition, p. 24-26

- Write down ideas, example, facts, or other details relating to each idea, and join them to the appropriate circles.
- Repeat. As you write and circle new words and phrase, draw lines back to the last words, the central word, or other words that seem connected.

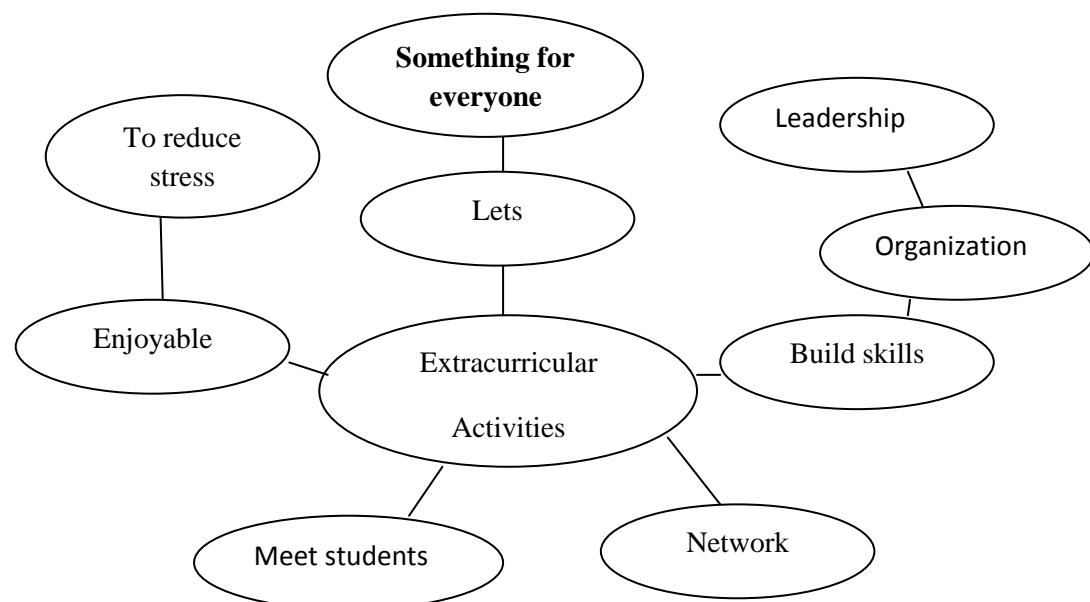
Figure 2.4 Circle of the Ideas (third stage)²⁶



²⁶*Ibid.*

- Keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and or we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing.

Figure 2.5 Finishing of Clustering (last stage)²⁷



d. Implementation Using Clustering Technique in Teaching Writing

Recount Text

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. In clustering, I can use lines, boxes, arrows, circles to show relationships among the

²⁷*Ibid.*

ideas and details that occur to them. It is a way to think on paper about how various ideas and details relate to one another. Here are the following steps in teaching writing recount using clustering technique:

Step 1: Teacher explains about recount text, including the kinds of recount, schematic structures, and linguistic features.

Step 2: Introduce the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate ideas when they started to write.

Step 3: Teacher gives the students topic to discuss and leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students have not to worry in generating ideas; it is free for them to organize their ideas as long as related to the topic given.

Step 4: Ask students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.

Step 5: After students are able to use clustering technique, ask them to make their own clustering and leads the students while they work to make clustering of the topic to make a personal recount text referred to their own experience. Students give an evaluation to check their ability in writing and to know their problems in writing.

B. Related Studies

1. Ismatul, 2010, *the Effectiveness of Clustering Technique in Teaching Writing of Narrative Text*. Jakarta: Skripsi, UIN SyarifHidayatullah.

The findings of this study are the teaching preparation made by the English teacher was good, the implementation of the clustering technique material used was poor, and the students score after learning writing of narrative text through clustering technique was higher than the students score who learned without it.

Based on the findings above, the writer suggests that the English teacher should prepare the teaching preparation well before conducting the teaching learning process; the English teacher should prepare the materials of writing well before applying the clustering technique in the teaching learning process. English teachers should be more creative in using various techniques in the classroom activity.

2. Namuk, 2010, *The efficiency of cluster method in improving the creative writing skill of 6th grade students of primary school*”

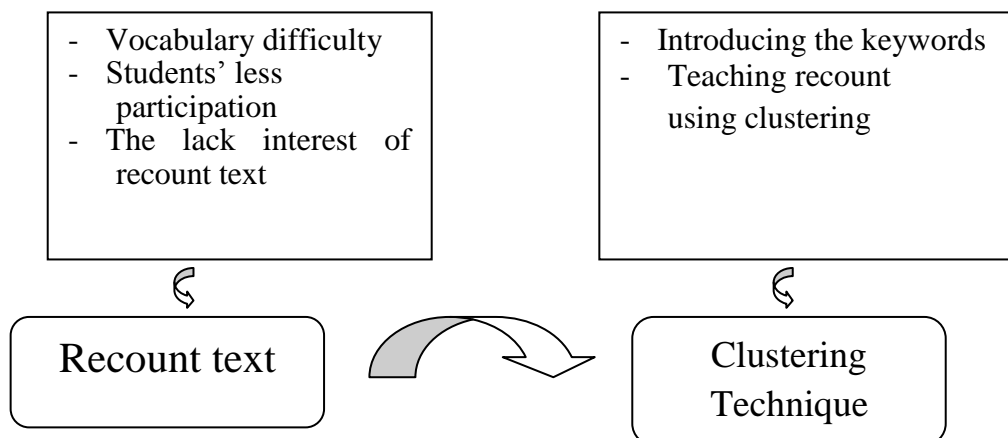
That aim of the research is to search the effect of the cluster method on the creative writing skill of 6th grade students at Primary School. They conducted an experimental research in which they used some numerical data which analyzed statistically. The findings of this study are (1) the writing product of the students in the experiment group is more developed in the terms of word; sentence, text and products include a main idea. (2) The implementation of clustering technique in teaching writing applied well, and writing skill becomes fun for the students.

C. Conceptual Framework

Writing is the representation of language in a textual medium through the use of set of sign or symbol, and writing itself occurs in as a chain process, that is a process to put ideas, opinion, and combination of meaningful letters into written form. Recount text retell about past even. Recount text is a text which retells events or experience in the past, the social function is to retell events for the purpose of informing and entertaining.

Clustering is a way of generating and connecting ideas visually. In clustering, can use lines, boxes, arrows, circles to show relationships among the ideas and details that occur to them. It is a way to think on paper about how various ideas and details relate to one another.

Writing, whatever kind you choose, is not easy: most of the students that they find it difficult to write.



D. Hypothesis

From the conceptual framework above, the hypothesis of the study is the using of clustering technique can improve the students' achievement in recount text in second grade at MAS PAB 1 Sampali.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is aimed to improve students' achievement in learning recount text through the use of clustering technique.

The design of this study is classroom action research (CAR) about using clustering technique to improve students writing of recount text. In this research the researcher used two cycles.

CAR is carrying out if: there is group decision and the commitment to elaborate, aimed to improve the professionalism of teacher, the main reason want to know, aimed to get knowledge and as an efforts of problem solving.²⁸

1. Planning

I and collaborator plan action based on the objective of research. Both I and collaborator prepare lesson planning and research instrument including written text and questionnaire.

2. Acting

The second stages of this research is action, this is the implementation of planning which is make by I and collaborator. This stage is hoped could solve the students' problem in writing recount text.

²⁸CandraWijaya, Syahrums, 2013, *PenelitianTindakanKelas*, Medan: CitaPustaka Media Perintis, 2013, p. 46-47

3. Observation

In order to get valid data, I and collaborator do the observation together. Observation is intended to observe and to record all activities or indicator during research process.

4. Reflecting

In this stage, received data from observation in collected and analyzed by I and collaborator. If there is found problem, it will move to the next cycle with the same concept as the first one; re-planning, re-acting, and re-observing. The result will be used as reference for the next planning.²⁹

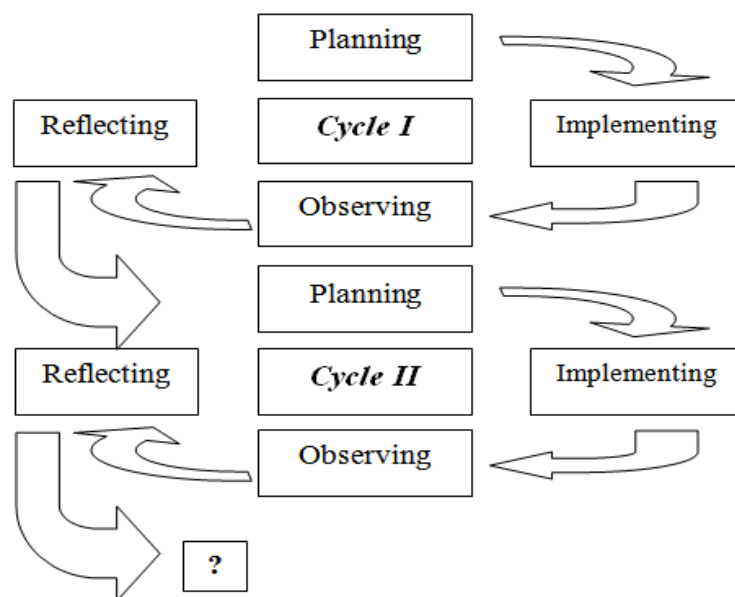


FIGURE 3.1

Class Action Research³⁰

²⁹Ridwan Abdullah Sani, (2012), *Meningkatkan Profesionalisme Guru Melalui Penelitian Tindakan Kelas*, Bandung: Citapustaka Media Perintis., p. 126-129

³⁰https://www.google.co.id/search?q=picture+cycle+class+action+research&client=firefox_b&sit, accessed on 20-04-2017.

B. Subject of The Study

The subject of this study was the second grade, exactly the students of the class XI IPA 1 of MAS PAB 1 Sampali. This school consisted of two parallel classes, namely XI IPA 1 until XI IPA 2. Each class approximately consisted of 29 students.

C. The Location of Research

This research would be conducted at MAS PAB 1 SAMPALI, which is located at Pasarhitam No. 69 Sampali Kec. Percut Sei Tuan Kab. Deli Serdang Sumatera Utara. I choose this location because it is where my PPL, and I feel comfortable.

D. Procedures of Collecting Data

The procedures of collecting data for this study was conducted by implementing two cycles where in each cycle applied four steps, namely:

1. Plan,
2. Action,
3. Observation,
4. Reflection.

FIRST CYCLE	<p>I. Planning</p> <ol style="list-style-type: none"> a. Making lesson planning (RPP) b. Choosing a class for object study c. Preparing a test for 1st cycle
	<p>II. Acting</p> <ol style="list-style-type: none"> a. Giving the material

	<ul style="list-style-type: none"> b. Teaching recount text c. Giving a test for 1st cycle d. Evaluation the test e. Giving the questionnaire to the students
	<p>III. Observation</p> <ul style="list-style-type: none"> a. I and collaborator observe students learning process b. I and collaborator observe students activities when learning process c. Document students activities
	<p>IV. Reflecting</p> <p>Deciding strength and weakness from acting of first cycle and the result will be used as reference for the next cycle.</p>

SECOND CYCLE	<p>I. Planning</p> <ul style="list-style-type: none"> a. Making lesson planning (RPP) b. Still in the same class where first cycle was conducted c. Preparing a test for 2nd cycle
	<p>II. Acting</p> <ul style="list-style-type: none"> a. Giving the material b. Teaching recount text with clustering c. Giving a test for 2nd cycle d. Evaluation the test e. Giving the questionnaire to the students
	<p>III. Observation</p> <ul style="list-style-type: none"> a. I and collaborator observe students learning process b. I and collaborator observe students activities when learning process c. Document students activities
	<p>IV. Reflecting</p> <p>Deciding strength and weakness from acting of second cycle.</p>

Cycle 1

1. Planning

Plan means program of action that will be done. Plan is to improve current practice. Plan is needed to arrange and prepared everything that will be needed in action stage. The arrangements and preparation include:

- a. Knowing the students problem in teaching and learning writing in the classroom.
- b. Analyzing the text book in the school.
- c. Preparing the pre-test as instrument to collect the data about the students' problem or writing achievement.
- d. Making the lesson plan for the one meeting in cycle 1.
- e. Preparing research instrument, such as: observation sheet, questionnaire, and diary notes.
- f. Preparing the test to measure the result of the study.

2. Action

Action is the process of doing something. It is the implementation of planning. In this step, all of the things which have been planning and it will be done in the class. The students write recount text and they also will be taught the five aspects in writing that they have to give a deep attention, they are: organization, vocabulary, language use, and mechanic, then they will be asked to write recount by themselves.

3. Observation

Observation is done while the action is being done. Observation is purposed to out information of the action. Observation will be done to

collect evidence which allows through evaluation. The observation must be planned which occurs during students write the recount text will be put on the diary notes, and then evaluation will be performed in order to improve the next action.

4. Reflection

The feedback of teaching and learning process would be taken based on the result of the observation. Reflection is used to help the teacher make the decision what to do next. I need to involve a collaborator as in the observation in order to help reflect and evaluate what have been done, and discuss what should be improved for the next cycle.

Cycle 2

The second cycle was done apply clustering technique perfectly, in which students and teacher conduct the study smoothly and get good achievement in learning result. Similar to the first cycle I conducted the second cycle with the same steps as follow:

1. Revising and improving the scenario of teaching and learning writing through clustering technique.
2. Revising lesson plan.
3. Selecting suitable material.
4. Preparing the items students assignment and the post test.
5. Designing the observation sheet.

E. Technique of Collecting Data

Techniques of collecting data are done by using questionnaire to the students, and test in every cycle, doing observation during teaching learning process. The result of observation is discussed by me and Teacher (observer). I and teacher could plan the next action for the next.

The research instrument in this study consist of four instrument, they are; questionnaire, observation, documentation of teaching learning process, and evaluation to complete the data needed for this study.

1. Qualitative data

- a. Observation, I observe what students do during teaching and learning process, observe students behavior in the classroom from diary notes. I also involves teacher of English as an observer when I was teaching. Observe the whole process of action. The observation done is the observation to the teacher, students, attitude, and the situation during the learning process. I used a structured observation is characterized by the availability of a structured recording format in which the observer to observe the activities described in the format of observation.
- b. Documentation is also used to complete the data such as the implementation of clustering technique in teaching recount text. There are some photos taken by my friend when learning takes place. From photos to teach, and also photograph the students.
- c. Questionnaire, is given to the students including some questions about the data about students responses of the implementation of

using clustering technique in teaching recount text, because I want to know students responses about clustering technique whether the response positive or negative. I carry out the questionnaire in two sessions, before and after the implementation of clustering technique. I use the enclosed questionnaire which the answer closed questions analysis unit has been restricted so as facilitate the calculation. There are 29 students that I give the questionnaire. There are 10 questions about recount text and implementation of clustering technique.

2. Quantitative Data

Written Test is used to find the improvement of using clustering technique in teaching recount text. The test is applied at the end of teaching learning process in every cycle. The test is used in this study is pre-test and post-test. The form of the test is essay. There are 29 students were given a test. Each of them working on a given essay. The pre test is given before implementing clustering technique. It is to evaluate their ability in recount text. Post test I and post test II is given after implementing clustering technique. In order to asses' students writing, I used the formula which is adapted from scoring profile by Heaton.³¹

³¹Mechanis+dalam+menulis&gws_rd=cr&ei-mcbwyt6elf3vgTanlwo from mechanis in writing, accessed on 03-03-17.

Table 3.1
Scale for assessing the students recount text

No	Criteria	Level
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5
	Total	100

F. Technique of Analysis Data

Quantitative data collected and analyzed by computing the score of written recount text given in each treatment, while qualitative data analyzed from observation sheets for the researcher when teaching learning process. The English teacher as an observer monitoring directly the researcher when teaching learning process. It will be conducted in pre-test and post-test. The English teacher observe activity such as the ability in opening the lesson, attitude in teaching learning process, teaching learning process, the ability in using media and technique and closing the lesson. And questionnaire, there are 29 students were given questionnaire. I applied 10 questions in order to get data about the students interesting for learning English particularly in writing skill and the technique used in teaching writing.

To know the mean of the students' score of assessment given in each treatment, I applied the following formula:³²

$$M_x = \frac{\sum X}{N}$$

Where:

X = the means of the students

$\sum X$ = the total score

N = the number of students

To know the percentage that's the Criteria of Minimum Achievement (KKM) 75 (seventy five), I use the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The Class Percentage

R = Total Percentage Score

N = Subject of the sample

³²AnasSudjono, (2007), *PengantarStatistikPendidikan*, Jakarta: PT. Raja GrafindoPersada, p. 81

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Data

This study applied qualitative and quantitative data. The qualitative data were taken from observation sheet and documentation. The quantitative data were taken from the mean of the students score in taking test. This research was conducted in one class with 29 samples. It was accomplice in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test was conducted in two meeting, in second cycle was conducted in two meetings. In the last meeting of each cycle, the students took the test as the post test.

1. The Quantitative Data

a. Pre-Test

The quantitative data were taken from the result of writing test. The test was still relevant with the topic which has been discussed of each cycle in the classroom. The writing test was carried out in two cycles. In two cycles, I conducted four meetings. The writing test was given to the students at the end of each cycle. Then in order to know about how far the students' achievements in writing recount text, I gave pre-test to the students. Pre-test was given to the students in the first meeting. It was conducted on Thursday, 19 March 2017. In pre-test, the students assigned

to write recount text at least consisting of ten sentences. The result can be seen as follow:

Table 4.1
The Score of the Students in Pre- Test

No.	The Initial of the Students' Name	Score
1.	AJ	45
2.	AM	50
3.	AS	35
4.	BN	50
5.	DK	50
6.	DL	45
7.	FJ	60
8.	HN	72
9.	JN	50
10.	KA	55
11.	MA	45
12.	MF	60
13.	MR	50
14.	MFL	65
15.	NN	60
16.	NA	75*
17.	NK	50
18.	NW	75*
19.	RP	55
20.	RY	50
21.	RM	64
22.	RY	55
23.	SL	70
24.	SA	50
25.	SH	55
26.	SK	60
27.	SP	60
28.	SW	50
29.	TH	75*
Total $\sum(X)$		1636

Note: the students who passed the Criteria for Minimum Achievement -KriteriaKetuntasan Minimal KKM (75)

To get the result of pre-test, firstly, I calculated the mean score such following:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1636}{29}$$

$$= 56.41$$

To know the class percentage that's passed the Criteria for Minimum Achievement–Kriteria Ketuntasan Minimal (KKM) using the following formula:

$$P = \frac{R}{T} X 100\%$$

$$P = \frac{3}{29} X 100\%$$

$$P = 11\%$$

It was found that the students had difficulties to take out their ideas about the topic; I still used the conventional method, so the students felt bored in teaching learning process and could not understand the material well. Finally, I decided to apply as a treatment for them in understanding writing recount text by using Clustering Technique.

b. Post-Test I (Cycle I)

In the second meeting, the students were asked to make a text using clustering technique. The result can be seen follow:

Table 4.2
The Score of the Students in Post- Test I

No.	The Initial of the Students' Name	Score
1.	AJ	60
2.	AM	70
3.	AS	55
4.	BN	75*
5.	DK	70
6.	DL	70
7.	FJ	75*
8.	HN	80*
9.	JN	60
10.	KA	65
11.	MA	60
12.	MF	65
13.	MR	60
14.	MFL	80*
15.	NN	75*
16.	NA	80*
17.	NK	75*
18.	NW	80*
19.	RP	75*
20.	RY	75*
21.	RM	75*
22.	RY	70
23.	SL	80*
24.	SA	75*
25.	SH	65
26.	SK	75*
27.	SP	75*
28.	SW	75*
29.	TH	75*
Total $\sum(X)$		2000

Note: the students who passed the Criteria for Minimum Achievement–Kriteria Ketuntasan Minimal KKM (75)

In the second writing test (in the Post-Test cycle I), the total score of the students was 2000 and the number of the students who followed for this test was 29, so the mean of the students' score in Post- Test cycle I, was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2000}{29}$$

$$X = 68.96$$

Next, I calculated the class percentage that's passed the Criteria for Minimum Achievement– Kriteria Ketuntasan Minimal (KKM) using the following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{17}{29} \times 100\%$$

$$P = 60\%$$

The data showed that the mean score of post-test I was 68.96. There were only seventeen students or 60% of the students who got the score above the Criteria for Minimum Achievement (KKM). Even though, it is still needed more improvement because it could not achieve yet 75% as the target of success Classroom Action Research.

c. Post-Test II (Cycle II)

After giving the treatment in the second cycle, the achievement of the students in writing recount text was increased 26 students got the competency and reached the indicator in writing recount text. The students result can be seen as follow:

Table 4.3
The Score of the Students in Post- Test II

No.	The Initial of the Students' Name	Score
1.	AJ	85*
2.	AM	65
3.	AS	60
4.	BN	90*
5.	DK	75*
6.	DL	90*
7.	FJ	80*
8.	HN	90*
9.	JN	75*
10.	KA	85*
11.	MA	65
12.	MF	80*
13.	MR	85*
14.	MFL	90*
15.	NN	80*
16.	NA	90*
17.	NK	75*
18.	NW	90*
19.	RP	80*
20.	RY	90*
21.	RM	90*
22.	RY	90*
23.	SL	90*
24.	SA	80*
25.	SH	85*
26.	SK	75*
27.	SP	80*
28.	SW	80*
29.	TH	80*
Total $\Sigma(X)$		2370

Note: the students who passed the Criteria for Minimum Achievement–Kriteria Ketuntasan Minimal KKM (75)

The calculation of the mean of students score in writing post-test II gained 81.72. It was derived from:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2370}{29}$$

$$X = 81.72$$

In the third writing test (Pos Test II) there was 90% (26 students) got points over 75. So, the way to found this percentage of the students' score who passed the KKM (75), the researcher computed as follows:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{26}{29} \times 100\%$$

$$P = 90\%$$

It can be concluded that the students' writing through clustering technique had improved from 56.41 to 81.72. The students were said master the lesson if they got score over 75. The percentage of the students who got score over 75 also showed the improvement. It is seen from the students' score from the first meeting to the last meeting.

Table 4.4
The Students' Score in the Three Writing Tests

No	The Initial of the Students' Name	Pre-Test	Post Test Cycle I	Post Test Cycle II
1.	AJ	45	60	85*
2.	AM	50	70	65
3.	AS	35	55	60
4.	BN	50	75*	90*
5.	DK	50	70	75*

6.	DL	45	70	90*
7.	FJ	60	75*	80*
8.	HN	72	80*	90*
9.	JN	50	60	75*
10.	KA	55	65	85*
11.	MA	45	60	65
12.	MF	60	65	80*
13.	MR	50	60	85*
14.	MFL	65	80*	90*
15.	NN	60	75*	80*
16.	NA	75*	80*	90*
17.	NK	50	75*	75*
18.	NW	75*	80*	90*
19.	RP	55	75*	80*
20.	RY	50	75*	90*
21.	RM	64	75*	90*
22.	RY	55	70	90*
23.	SL	70	80*	90*
24.	SA	50	75*	80*
25.	SH	55	65	85*
26.	SK	60	75*	75*
27.	SP	60	75*	80*
28.	SW	50	75*	80*
29.	TH	75*	75*	80*
	Total $\sum(X)$	1636	2000	2370
	Mean \bar{X}	56.41	68.96	81.72

*: The students who passed KKM (75)

The improving of the students' score in writing through clustering technique can be also seen from the mean of the students' score in the first writing test until the third writing test. The mean in the third writing test was the highest among the other tests.

The students' score in those three tests were varied. In the first test, the lowest score was 35 and the highest one was 75. In the second test, the lowest score was 55 and the highest one was 80. In the third test, the lowest score was 60 and the highest one was 90. The comparison of the students' score in the vocabulary tests can be seen in the Table 4.5

Table 4.5

The Comparison of the Students' Score in The Three Writing Tests

Names of Test	Pre-Test	Post Test Cycle I	Post Test Cycle II
Lowest Test	35	55	60
Highest Test	75	80	90
\bar{x}	56.41	68.96	81.72
N	29	29	29

In orientation test, there are three students who got score over 75 and success in doing pre-test. They are: **NA, NW, and TH**. And in Cycle I, there are 17 students who got the score over 75 and success in doing the test of Cycle I. Otherwise there are 3 students who didn't get the score over 75 and fail in doing the test of Cycle I. And for the last Cycle, there are 26 students got the score over 75. It can be seen that there is improvement of the students' score from the orientation test until the Cycle II.

The students were said to master the lesson if they got score up to 75. The percentage of students who got the point up to 75 also showed the improvement of student's score from the first meeting to the last meeting. It can be seen in Table 4.6

Table 4.6
The Percentage of Students Who Got Score Over 75

Writing Test	Percentage
1 st	11%
2 nd	60%
3 rd	90%

There improvement from the first writing test to the second writing test was 49%, and about 30% from the third writing test to the second writing test and the improvement from the first writing test to the third writing test was 79%. Most of the students' score improved from the first writing test to the third writing test.

2. The Qualitative Data

The qualitative data were taken from questionnaire, observation sheet and document. Those are gained within two cycles.

a. Questionnaire

Questionnaire is containing a set of questions to get the information of the students before and after classroom action research. I

applied 10 questions in order to get data about the students interesting for learning English particularly in writing skill and technique used by the teacher in teaching writing.

To obtain the data about the students' responses to the implementation of clustering technique, I gave students questionnaire which consists some questions after applying clustering technique. I gave two questionnaires, before the implementation of clustering technique and after implementation of clustering technique.

The questionnaire was delivered to 29 students. The result can be seen on the table below:

Table 4.7
The Result of Pre Questionnaire
(Questionnaire for the Students before Using Clustering Technique)

No	The students answer	The result of students answer			
		Yes	Percentage (%)	No	Percentage (%)
1	The student likes teaching learning process of writing recount text.	23	79.4 %	6	20.6 %
2	The students felt suitable with teaching learning process of writing recount text.	16	55.2 %	13	44.8 %
3	The students did not find difficulties in teaching learning process of writing recount text.	8	27.6 %	21	72.4 %
4	The students were motivated in teaching learning process of writing recount text.	10	34.5 %	19	65.5 %

5	The students were active in teaching learning process of writing recount text.	13	44.9 %	16	55.1 %
6	The students were not bored with teaching learning process of writing recount text.	17	58.7 %	12	41.3 %
7	Teaching learning process could help students to generate their ideas in writing recount text.	9	31.1 %	20	68.9 %
8	Teaching learning process was helpful in solving students' difficulties in writing recount text.	10	34.5 %	19	65.5 %
9	The students clearly understood writing of recount text.	20	68.9 %	9	31.1 %
10	There was no incomprehensible part about recount text after teaching learning process.	7	24.2 %	22	75.8 %
Mean		45.9%		64.1%	

Regarding to the result of pre questionnaire above, it could be concluded that there was still needed improvement about the students' positive response after the implementation of clustering technique.

Table 4.8
The Result of Post Questionnaire
(Questionnaire for the Students after Using Clustering Technique)

No	The students answer	The result of students answer			
		Yes	Percentage (%)	No	Percentage (%)
1	The students like teaching learning process of writing by using clustering technique.	27	93.1%	2	6.9%

2	Clustering technique was suitable for teaching recount text.	26	89.6%	3	10.3%
3	The students did not find difficulties in teaching learning process of writing by using clustering technique.	4	13.8%	25	86.2%
4	The students were motivated in teaching learning process after implementation of clustering technique.	28	100%	1	3.45%
5	The students were active in teaching learning process of writing by using clustering technique.	29	100%	0	0
6	The students were not bored with clustering technique.	28	100%	1	3.45%
7	Clustering technique could help students to generate their ideas in writing recount text.	26	89.6%	3	10.3%
8	Clustering was helpful in solving students' difficulties in writing recount text.	27	93.1%	2	6.9%
9	The students clearly understood writing recount text after clustering.	28	100%	1	3.45%
10	There were no incomprehensible parts about recount text after learning writing through clustering technique.	0	0	29	100%
Mean		77.92%		23.1%	

Post questionnaire results showed that the response is very good students of the clustering technique. There are 77.92% positive responses of students after the used of clustering technique.

b. Observation Sheet

Observation sheet for the facilities of the school. I observe directly to the location and watch the facilities there in the first meeting. I observe the amount and whether the condition is good, enough or bad.

The observation sheet showed the most of the students were active and enthusiastic in writing through clustering technique. This was an alternative way to gather the information about teacher behaviors, students' attitude, the class participation, and the teaching learning climate while the research occurred. The observation sheet was done by a collaborator in the class by using checklist and scale. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively. The students also gave good participation and active in asking question about material. A complete data of the observation sheet is presented in table 4.9 and table 4.10

Table 4.9
Observation Sheet
(CYCLE I)

FOCUS	TOPIC	1	2	3	4
The researcher as the teacher	1. Teacher motivates the students.				
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.				

	3. Teacher tells to students the goal of the study.				
	4. Teacher prepare the story and show to the students the step of recount text				
	5. Teacher explains the material clearly.				
	6. Teacher uses media of teaching.				
	7. Teacher gives students chance to ask the teacher related to the topic of study.				
	8. Teacher gives test to the student.				
	9. Teacher uses the time effectively.				
	10. Teacher concludes the material of teaching.				
Students	1. Students pay attention then give their response.				
	2. Students study seriously.				
	3. Students are interested and enthusiastic in studying.				
	4. The students participate in learning process.				
	5. Students ask the teacher about material that they do not understand.				
	6. Students answer the question who is giving by the teacher.				
	7. Students do the test seriously.				

Based on observations done by an English teacher that the clustering technique is a good technique to be applied in writing. Students like such techniques to be used writing especially recount text. They do test seriously and they are very attentive to the lessons.

Table 4.10
Observation Sheet
(Cycle II)

FOCUS	TOPIC	1	2	3	4
	1. Teacher motivates the students.				
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.				
	3. Teacher tells to students the goal of the study.				
	4. Teacher prepares the story and show to the students the step of clustering technique.				
	5. Teacher explains the material clearly.				
	6. Teacher uses media of teaching.				
	7. Teacher gives students chance to ask the teacher related to the topic of study.				
	8. Teacher gives test to the student.				
	9. Teacher uses the time effectively.				
	10. Teacher concludes the material of teaching.				

Students	1. Students pay attention then give their response.				
	2. Students study seriously.				
	3. Students are interested and enthusiastic in studying recount text using clustering technique.				
	4. The students participate in learning process.				
	5. Students ask the teacher about material that they do not understand.				
	6. Students answer the question who is giving by the teacher.				
	7. Students do the test seriously.				

c. Documentation

As a qualitative research, I had to take the documentation of the research. I collected some photos during teaching – learning process. Documentation is searching the data. It is about note, book, news paper, magazine, photo etc.³³ there are some photos I took when doing research for example:



*With my students class XI IPA 1 at MAS PAB 1 Sampali

³³Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 6th Ed, p.231.



*When I was teaching (cycle I)



*My students seriously in learning English



*When I was teaching (cycle II)

B. The Treatment in Cycle I (Analysis of Qualitative Data)

1. Planning

In this case, I determined the selected material and exercises into a lesson plan using clustering technique to make the students more understand and easier to take out their ideas.

The planning was arranged before me conducting the research. First of all, I prepared a lesson plan for three meetings. The text which has been discussed about “My Weekend”. In planning of action research, the researcher had been prepared: a text material which suitable with topic, the facilities and method that will be used by Clustering Technique, and writing test.

I prepared the post test I to collect the data: to know whether there are some students improvement scores from pretest to posttest.

2. Action

I implemented the teaching learning process based on the lesson plan had been made by using clustering technique. I started to convey what materials that would like to be learned by students and explain the concept of clustering technique, she began class presentation. I taught recount text by implementing clustering technique and asked the students to make clustering technique based on the topic given and they collected it. And then, I gave the post-test I. After doing the cycle I and giving post-test I, it is found that there were 17 students who passed the post-test I.

3. Observation

The observation was done by the collaborator during teaching learning process.

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also were excited when they used Clustering Technique. The class activity could be seen in observation sheet.

4. Reflection

The cycle I was considered unsuccessful, because students have not got the standard competency yet, namely 29 students, the percentage was 60%. The problems found in the first cycle where I could not manage time effectively, the students achievement in writing recount text was still low.

Based on the result of the score of the test in Cycle I and also observation, action of improvement is needed. Actually, students' score on the test of Cycle I was improved than the score of orientation test. But, it needed more improvement in their writing because most of them still lack of writing and caused them difficult to understand some rule of writing.

C. The Treatment in Cycle II (Analysis of Qualitative Data)

1. Planning

In this case, I give more example and explanation about writing text by using clustering technique and decided to give limited time in the doing the task as the alternative way to manage time well.

In this cycle, I prepared the lesson plan and emphasized the teaching-learning process in teaching students' writing. In this cycle I as a researcher planned to change the session. Here I gave more English text which suitable with the topic in order to improve their writing. In planning of this research, I had been prepared: 1) a short text which suitable with the topic.

2. Action

I explained the clustering technique by using clustering technique briefly to remember the students. After that, the students asked to make the cluster design about their own topic and gave them the limit time to doing the task.

After giving the treatment in the second cycle, achievement of the students in writing recount text was increased 26 students got the competency and reached the indicator in writing recount text. It indicated that the first criterion of success has been achieved.

3. Observation

In the second cycle, the class condition in learning process was better than in the first cycle. The students look happy in doing the task because they can do the task easily.

It was found that most of the students were very active and excited do the action than before.

4. Reflection

The students' achievement in writing recount text by using clustering technique was improved. The result of the second cycle posttest that 90% of the students got the score above the Criteria for Minimum Achievement (KKM). It has met the first criterion success that 75% of the students must get the score above the KKM. I and collaborator decided to stop the action.

Having evaluated the students' writing that was consisted of Clustering Technique test, it found out the students' score showed the improvement. Based on the observation and the result of the students' test, I concluded that the students had significant improving in their writing by using Clustering Technique.

D. Discussion

The results of Cycle I: a) the students were very excited when they are introduced to the lesson. b) Only several students (known as smart students in the class) who actively when the teacher asked them. They

were BN, DK, HN, MFL, NA, NW, RY, RM and SL c) most of the students gave passive response when translated the text, d) Some students still asked their friends and also the teacher when doing the exercise, e) the students were really interested and also enthusiast to see the Clustering Technique.

The results of Cycle II: a) the students were still excited when they were introduced into another topic of the lesson., b) several students were more active to ask the teacher about the topic and most of them were seriously look into their dictionary when they found unfamiliar words in the exercise, c) the students were very confidence in doing the question and the task. Based on the data analysis, there is an improvement of the students' achievement in writing recount text by clustering technique.

The use of clustering technique could help them in take out their ideas freely that related with the topic to develop in recount text. As defined by Santi V Buscemi that clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. It also called mapping, webbing, diagramming. It is another effective way to gather information for an essay. To cluster ideas, begin with a blank sheet paper. In the center, write and circle the word or phrase that express the broad subject you want to write about.³⁴ This technique will help the students to organize their ideas before they develop in writing recount text.

³⁴Santi V Buscemi, (2002), *A Reader for Developing Writers*, New york: McGraw-Hill Companies, Inc, p. 14

E. Research findings

The findings of this research were that Clustering Technique can help the students improve their writing. By using this Clustering Technique, the score of the students in writing kept improving from the orientation-test until the second-test of Cycle II. It was proved by the data which showed that the mean of the students in the second-test (81.72) was higher than the first-test (68.96) and also higher than orientation-test (56.41).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of clustering technique in teaching writing recount text is by presenting the definition and the procedures of clustering technique to make the students understand about the using of the technique, I related the clustering technique in teaching writing recount text by given an example about recount text using clustering procedures.

From the result of the analysis of the research, it is proven that the students' achievement in writing recount text was increased by using clustering technique especially at the first students of MAS PAB 1 Sampali. It was showed from the mean of pre-test was 55.41 where there were only 3 of 29 students who passes the Criteria for Minimum Achievement (KKM). After doing post-test I, there was an improving of the result of the students mean was 68.96 where 17 of 29 students who passed the Criteria for Minimum Achievement (KKM). Then, doing repairing for post-test II after reflection in the post-test I, there was an improvement of the students mean was 81.72 where 26 of 29 students passed the Criteria for Minimum Achievement (KKM). In other words, the students' achievement in writing recount text was improved.

Therefore, Clustering Technique can improve the students' writing at MAS PAB 1 Sampali.

B. Suggestion

The result of this study shows that the uses of Clustering Technique improve the students' writing. The following suggestions are offered:

- 1) For the teacher, it is better to use Clustering Technique in teaching writing because by using this technique, the students can be more enjoyable in writing the text.
- 2) For the students, more practice in writing text to develop and improve their knowledge. In which we known that writing is one of the most difficult skill in English, it is needed to practice how to write correctly by using variety technique.
- 3) Readers, this research can be read to enrich their knowledge about clustering technique and recount text.

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APPENDIX A**LESSON PLAN****(CYCLE I)**

Shool	: MAS PAB 1 Sampali
Subject	: English
Class/ semester	: XI/II
Type text	: Recount text (1 st meeting)
Theme	: My weekend
Aspect/skill	: Writing
Time	: 2 x 45 minutes

A. Standard Competence

Writing

1. To comprehend meaning of text of monologue/essay in form of recount, spoof, and Hartatory exposition accurately, fluently, and acceptable in daily life in context and to acces knowledge.

B. Based Competence

To comprehend the rhetoric meaning and steps of essay by using written language accurately fluently and acceptable in daily in form of recount text

C. Indicators

1. Understand what is recount and its generic structure.
2. Make a text in form of present and past tense.

D. Objective

After learned this part students are hope to able to:

1. Students are able to define of recount text well.
2. Students are able structure in form of present and past tense.

E. Learning Materials

1. Teks essai in form of recount text

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the weird blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

2. Generic structure of a recount text:

The text consists of:

- Title (optimal), it's usually summarizes the text and inform specific participants, (ex: I, my friend, my family)

- List of events, it presents events: what people do? It tells the event chronologically. It uses conjunctions or connectives of events.
- Reorientation, it presents the concluding comments. It expresses the author's personal opinion regarding the events described.

F. Learning Activities

a. Opening

1. Teacher greeted the students.
2. Teacher aim in conducting the study.
3. Teacher asked the extend to which students know the material to be studied.
4. Checking the attendance list.

b. Main Activities

1. Teacher asked the students opinion recount text.
2. Teacher gave the students a pre test.
3. Teacher asked the students about the difficulties that they found in doing the test.
4. Explained the recount text.
5. Explained the generic structure of recount text.
6. Change the sentence in form present became past tense.

c. Closing

Teacher closed the meeting and concluding teaching material.

G. Source and the material

1. Text Book SMA/MA

H. Evaluation

1. Write a recount text about your weekend at least 10 sentence.

Students writing score by the following criteria.

No	Criteria	Level
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5
	Total	100

Medan, 22 Maret 2017

Candidate of teacher

Teacher

Known by,

Headmaster

Novela Hayati
NIM. 34.13.4.101

Mhd. Joko Mulyo S.Pd

Dra.Hj Sainah
NIR. 03.02.1051

LESSON PLAN

School	: MAS PAB 1 Sampali
Subject	: Bahasa Inggris
Class/ semester	: XI/II
Type text	: Recount text (2 nd meeting)
Theme	: Unforgettable happy experience
Aspect/skill	: Writing
Time	: 2 x 45 minutes

A. Standard competence

Writing

1. To comprehend meaning of the text of monologue/essay in form of recount, spoof, and hortatory exposition accurately, fluently, and acceptable in daily life context and to access knowledge.

B. Based competence

To comprehend the rhetoric meaning and steps of essay by using written language accurately, fluently, and acceptable in daily life context in form of recount text.

C. Indicators

After learned this topic students are hoped to able to:

1. Understand what is recount text and generic structure
2. Understand what is clustering technique
3. Use clustering technique in writing recount text
4. Write a recount text

D. Teaching objective

After learned this part students are hope to be able to:

1. Understand the defenition of recount text well
2. Mention the functions and the generic structure of recount text
3. Identify a recount text correctly
4. Write a recount text well

E. Learning materials**"Performance Day"**

It was Saturday, Augutst 23rd. Our school was holding a special event. It was called the "Performance Day".

At 9 a.m, the event started. Every student was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I myself was working with my team. We were doing an experiment with some clay.

The "Performant Day" finished at 2 p.m. We were all happy. We had a good time.

F. Learning activities**a. Opening**

1. Teacher greeted the students
2. Checking the attendance list

b. Main activities

1. Teacher brainstormed the students by asking some question about the last topic
2. Teacher explained to the students what is clustering technique
3. Teacher taught the students to use clustering technique in writing a recount text
4. Giving the students a chance to ask some questions

- 5. Answering the questions
- 6. Teacher gave a topic to the students and ask the students to write a recount text base on the topic given by using clustering technique

c. Closing

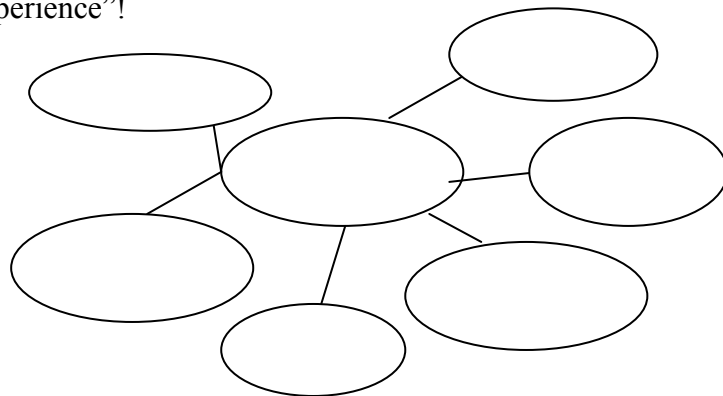
- 1. Teacher will close the meeting and concluding the material.

G. Source and material

- 1. Text Book SMA/MA

H. Evaluation

- 1. Write down a recount text about your “unforgettable happy experience”!



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Medan, 22 Maret 2017

Candidate of teacher	Teacher	Known by,
		Headmaster

Novela Hayati
NIM. 34.13.4.101

Mhd. Joko Mulyo S.Pd

Dra.Hj Sainah
NIR. 03.02.1051

LESSON PLAN

(CYCLE II)

School	: MAS PAB 1 Sampali
Subject	: English
Class/semester	: XI/II
Type text	: Recount text (3 rd meeting)
Theme	: Unforgettable sad experience
Aspect/skill	: Writing
Time	: 2 x 45 minutes

A. Standard competence

Writing

1. To comprehend meaning of the text of monologue/essay in form of recount, spoof, and hortatory exposition accurately, fluently, and acceptable in daily life context and to access knowledge.

B. Based competence

To comprehend the rhetoric meaning and steps of essay by using written language accurately, fluently, and acceptable in daily life context in form of recount text.

C. Indicators

After learned this topic students are hoped to able to:

1. Understand what is recount and its generic structure
2. Understand what is clustering technique
3. Use clustering technique in writing recount text
4. Write a recount text.

D. Teaching objective

After learned this part students are hope to able to:

1. Understand the definition of recount text well
2. Mention the function and the generic structure of recount text
3. Identify a recount text correctly
4. Write a recount text well

E. Learning materials**"My Bad Experience"**

I had a bad experience when i did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me. He accused me of stealing a pair of blue jeans.

That was a Sunday afternoon. I went to a fashion shop with friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when i left the shop, the detector beeped. The security officer shouted at me, "Hey, you ! Stop !". Then, he took me to the manager's room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

F. Learning activities**a. Opening**

1. Teacher greeted the students
2. Checking the attendance list
3. Teacher applied a game

b. Main activities

1. Teacher explained to the students what is recount, its function and it generic structure
2. Teacher gave an example of recount rext
3. Teacher gave some question related to the recount text

4. Teacher explain to the students what clustering technique is, and the procedure of clustering technique
5. Teacher teach the students to use clustering technique in writing recount text
6. Teacher give chance to the students to ask some questions
7. Answering the questions

c. Closing

1. Teacher closed the meeting

G. Source and the material

1. Text Book SMA/MA

Medan, 22 Maret 2017

Candidate of teacher

Teacher

**Known by,
Headmaster**

**Novela Hayati
NIM. 34.13.4.101**

Mhd. Joko Mulyo S.Pd

**Dra.Hj Sainah
NIR. 03.02.1051**

LESSON PLAN

School	: MAS PAB 1 Sampali
Subject	: English
Class/Semester	: XI/II
Type text	: Recount text (4 th meeting)
Theme	: Experience
Aspect/skill	: Writing
Time	: 2 x 45 minutes

A. Standard competence

Writing

1. To comprehend meaning of the text monologue/essay in form of recount text, spoof, and hortatory exposition, fluently, and acceptable in daily life context and to access knowledge.

B. Based competence

To comprehend the rhetoric meaning and steps of essay by using written language accurately, fluently, and acceptable in daily life context in form of recount text.

C. Indicators

After learned this topic students are hoped to able to:

1. Understand what is recount and its generic structure
2. Understand what is clustering technique
3. Use clustering technique in writing recount text
4. Write a recount text

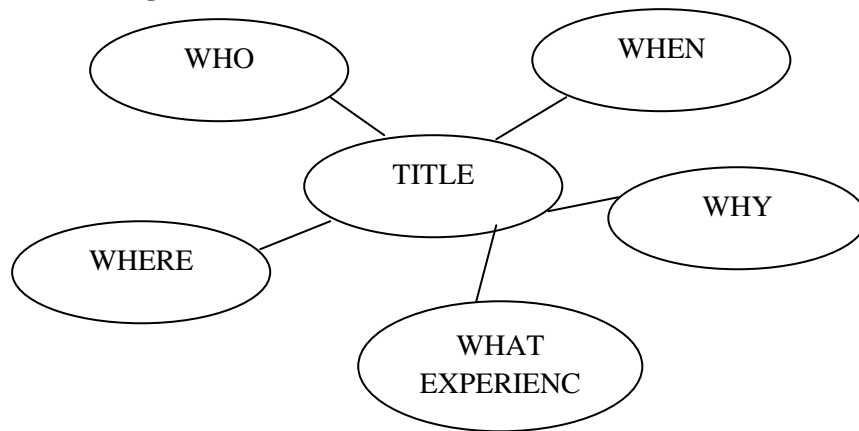
D. Teaching objective

After learned this part students are hope to able to:

1. Understand the defenition of recount text well
2. Mention the functions and generic structure of recount text
3. Identify a recount text correctly
4. Write a recount text well

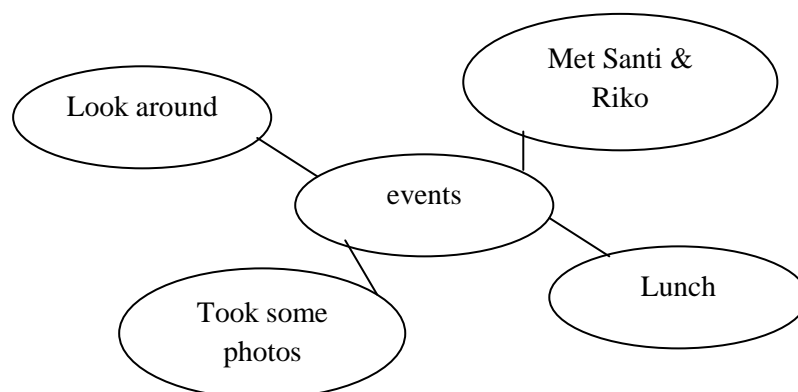
E. Learning materials

Part I: Setting or orientation



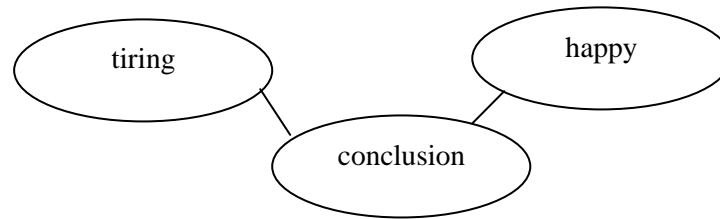
This morning my friend and I went to EOS studio. It's far from our school, so we just rode our bicycle.

Part II: List of Events



Firts, we met Santi and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Santi and Riko.

Part III: Reorientation



It was tiring but we were very happy.

F. Learning activities

a. Opening

1. Teacher greeted the students
2. Checking the attendance list

b. Main activities

1. Teacher asked the students the difficulties which they still found in writing recount text through clustering technique
2. Teacher explained again things which students had not understood yet
3. Teacher asked the students to write a recount text

c. Closing

1. Teacher conclude the material

G. Source and material

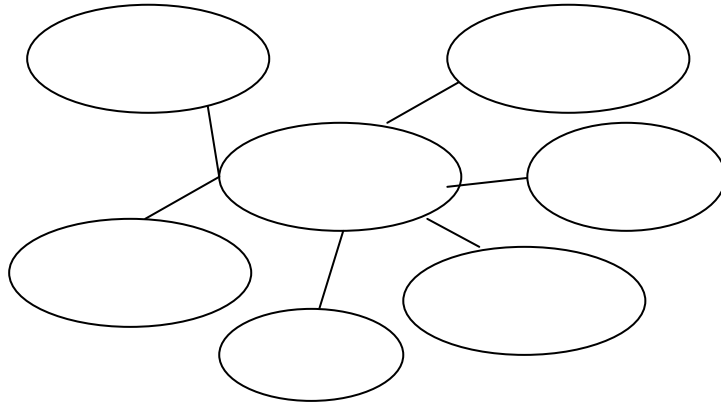
1. Text Book SMA/MA

H. Evaluation

Technique : practice

Type : writing recount text using clustering technique

1. Write down a recount text about your experience using clustering technique.



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Medan, 22 Maret 2017

Candidate of teacher

Teacher

**Known by,
Headmaster**

Novela Hayati
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Mhd. Joko Mulyo S.Pd

Dra.Hj Sainah
NIR. 03.02.1051

APPENDIX B

**OBSERVATION SHEET
(CYCLE I)**

Date :
 Students : XI IPA 1
 School : MAS PAB 1 Sampali
 Subject : English

Put a checklist () in column 1,2,3, and 4 based on observation.

1= Poor 2 = Fair 3 = Good 4 = Very Good

FOCUS	TOPIC	1	2	3	4
The researcher as the teacher	11. Teacher motivates the students.				
	12. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.				
	13. Teacher tells to students the goal of the study.				
	14. Teacher prepare the story and show to the students the step of recount text				
	15. Teacher explains the material clearly.				
	16. Teacher uses media of teaching.				
	17. Teacher gives students chance to ask the teacher related to the topic of study.				
	18. Teacher gives test to the student.				
	19. Teacher uses the time effectively.				

	20. Teacher concludes the material of teaching.				
Students	8. Students pay attention then give their response.				
	9. Students study seriously.				
	10. Students are interested and enthusiastic in studying.				
	11. The students participate in learning process.				
	12. Students ask the teacher about material that they do not understand.				
	13. Students answer the question who is giving by the teacher.				
	14. Students do the test seriously.				

Medan, Maret 2017

English Teacher

()

OBSERVATION SHEET
(CYCLE II)

Date :
 Students : XI IPA 1
 School : MAS PAB 1 Sampali
 Subject : English

Put a checklist () in calumn 1,2,3, and 4 based on observation.

1= Poor 2 = Fair 3 = Good 4 = Very Good

FOCUS	TOPIC	1	2	3	4
	11. Teacher motivates the students.				
	12. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.				
	13. Teacher tells to students the goal of the study.				
	14. Teacher prepare the story and show to the students the step of clustering technique.				
	15. Teacher explains the material clearly.				
	16. Teacher uses media of teaching.				
	17. Teacher gives students chance to ask the teacher related to the topic of study.				
	18. Teacher gives test to the student.				
	19. Teacher uses the time effectively.				
	20. Teacher concludes the material of teaching.				

Students	8. Students pay attention then give their response.				
	9. Students study seriously.				
	10. Students are interested and enthusiastic in studying recount text using clustering technique.				
	11. The students participate in learning process.				
	12. Students ask the teacher about material that they do not understand.				
	13. Students answer the question who is giving by the teacher.				
	14. Students do the test seriously.				

Medan, February 2017

English Teacher

()

APPENDIX C

Observation Sheet For The Facilities of The School

No.	Name of Facilities	Amount	Condition		
			Good	Enough	Bad
1	Headmaster's Room	1 Unit			
2	Teacher's Room	3 Unit			
3	Administration Room	1 Unit			
4	Language Laboratory	-			
5	Classroom	6 Unit			
6	OSIS Room	1 Unit			
7	Canteen	1 Unit			
8	Computer	2 Unit			
9	Telephone	1 Unit			
10	Sport Field	1 Unit			

Medan, 21 Maret 2107

Observer

Novela Hayati

APPENDIX D

Pre Questionnaire
(Questionnaire for the Students Before Using Clustering Technique)

Angket untuk Siswa

Angket ini bertujuan untuk mendapatkan informasi mengenai penelitian saya.

No.	Pertanyaan	Iya	Tidak
1	Apakah kamu menyukai pembelajaran recount text ini?		
2	Apakah kamu merasa nyaman dengan proses pembelajaran materi tentang recount text?		
3	Apakah kamu menemukan kesulitan dalam pembelajaran recount text?		
4	Apakah proses pembelajaran ini membuat kamu bersemangat?		
5	Apakah kamu aktif dalam mengikuti proses pembelajaran recount text ini?		
6	Apakah kamu merasa jenuh dalam belajar recount text?		
7	Apakah kamu dapat menambah ide dalam menulis pada proses pembelajaran recount text?		
8	Apakah kamu merasa mudah menulis dalam proses pembelajaran recount text?		
9	Apakah kamu memahami materi pembelajaran recount text dengan baik?		
10	Apakah masih terdapat materi yang belum dipahami dalam pembelajaran recount text?		

**The Result of Pre Questionnaire
(Questionnaire for the Students Before Using Clustering Technique)**

No.	The students answer	The result of students answer	
		Yes	No
1	The students likes teaching learning process of writing recount text.		
2	The students felt suitable with teaching learning process of writing recount text.		
3	The students did not find difficulties in teaching learning process of writing recount text.		
4	The students were motivated in teaching learning process of writing recount text.		
5	The students were active in teaching learning process of writing recount text.		
6	The students were not bored with teaching learning process of writing recount text.		
7	Teaching learning process could help students to generate their ideas in writing recount text.		
8	Teaching learning process was helpful in solving students difficulties in writing recount text.		
9	The students clearly understood writing of recount text.		
10	There was no incomprehensible parts about recount text after teaching learning process.		
Mean			

APPENDIX E

Post Questionnaire (Questionnaire for the Students After Using Clustering Technique)

Angket untuk Siswa

Angket ini bertujuan untuk mendapatkan informasi mengenai penelitian saya.

No.	Pertanyaan	Iya	Tidak
1	Apakah kamu menyukai metode pembelajaran clustering technique?		
2	Apakah penggunaan metode pembelajaran clustering technique sesuai untuk menyampaikan materi tentang recount text?		
3	Apakah kamu merasakan kesulitan belajar dengan metode pembelajaran clustering technique?		
4	Apakah metode clustering technique membuat kamu bersemangat?		
5	Apakah kamu aktif mengikuti belajar dengan metode pembelajaran clustering technique?		
6	Apakah kamu merasa jenuh belajar dengan metode clustering technique?		
7	Apakah kamu dapat menambah ide dalam menulis jika menggunakan metode pembelajaran clustering technique?		
8	Apakah kamu merasa mudah menulis dengan menggunakan metode clustering technique?		
9	Apakah kamu memahami materi dengan baik setelah menggunakan metode pembelajaran clustering technique?		
10	Apakah masih terdapat materi yang belum dipahami setelah menggunakan metode pembelajaran clustering technique?		

**The Result of Post Questionnaire
(Questionnaire for the Students After Using Clustering Technique)**

No.	The students answer	The result of students answer	
		Yes	No
1	The students likes teaching learning process of writing by using clustering technique.		
2	Clustering technique was suitable for teaching recount text.		
3	The students did not find difficulties in teaching learning process of writing by using clustering technique.		
4	The students were motivated in teaching learning process after implementation of clustering technique.		
5	The students were active in teaching learning process of writing by using clustering technique.		
6	The students were not bored with clustering technique.		
7	Clustering technique could help students to generate their ideas in writing recount text.		
8	Clustering was helpful in solving students difficulties in writing recount text.		
9	The students clearly understood writing recount text after clustering.		
10	There were no uncomprehensible parts about recount text after learning writing through clustering technique.		
Mean			

APPENDIX F**DIARY NOTES****Tuesday, March 14th, 2017**

During the teaching learning process, the students gave good response. All of them paid attention and listened to the teacher and they were active in giving their opinion about recount text. When teacher asked them to write recount text, most of them seemed confused about what to say. They kept their friends what should be written. The teacher suggested them to do the task seriously and not to chat with their friends. In this 1st meeting the teacher could decide that the students still could not write a recount text well. And in this meeting the teacher just give the pre-test to the students with the topic “My Weekend”.

Wednesday, March 15th, 2017

During the teaching learning process, the students gave good response. When the teacher explained what the recount text was and the clustering technique, all of them paid attention and listened to the teacher. The students were also enthusiastic to study the example of recount text which they had not understood yet. After that teacher asked the students to write a recount text by using clustering technique which teacher has taught. The teacher gave them the topic “Unforgettable Happy Experience”. During the activities the students kept asking question to their friends. And they also asked the teacher how and what to write. This

attitude of the students showed that they still have a problem in writing recount text. But the result of their writing was better than pre-test.

Tuesday, March 21th, 2017

During the teaching learning process, the students gave good response. In this meeting, the teacher remind the students about the material that has given, it is about the recount text, clustering technique, and the generic structures of recount text. Beside it, the teacher and the students corrected the students writing recount task that they have made and collected before. The teacher told the students mistake in their recount text and told how to write better. It is for students to learn from their mstake to improve their next writing task. The teacher gave the students a chance to ask a question if they still confuse. They paid attention to the teacher explanation. Their response increase from meeting to meeting. And the teacher asked the students to write a recount use clustering technique with the topic “with using clustering technique”

Wednesday, March 22th, 2017

The students paid attention when the teacher reminded them once again about the material that has given before. Then the teacher asked the students to make a writing recount title “Experience” and also its clustering technique. in this meeting they seemed have no problems anymore. They enjoyed did it. They could do it just a short time. They were rarely to ask or discuss to their friends. It proved that they had improvement from meeting to meeting.

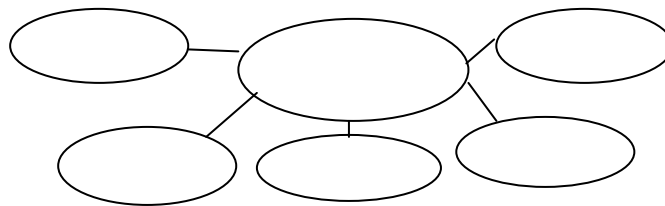
APPENDIX G

Pre-Test

1. Write a recount text about your weekend at least 10 sentences.

Post-Test I

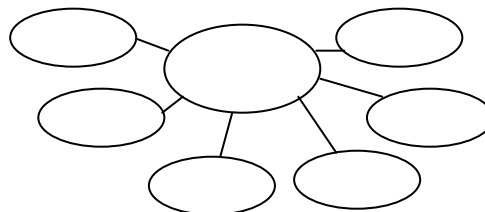
1. Write down a recount text about your “unforgettable happy experience”



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Post-Test II

2. Write down a recount text about your “experience”



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APPENDIX H

DOCUMENTATION





