THE EFFECTIVENESS OF TEACHING WRITING OF RECOUNT TEXT THROUGH CLUSTERING TECHNIQUE AT THE FIRST GRADE OF SMAN 13 BANDAR LAMPUNG

(A Script)

By

HELIDATASA UTAMI

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
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ABSTRACT

THE EFFECTIVENESS OF TEACHING WRITING OF RECOUNT TEXT THROUGH CLUSTERING TECHNIQUE AT THE FIRST GRADE OF SMAN 13 BANDAR LAMPUNG

by

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The objective of this research was to find out whether there is any improvement of students' writing ability of recount text after being taught through clustering technique. This research was basically quantitative research which used one group pretest-posttest design.

The population of this research was the second grade students of SMAN 13 Bandar Lampung in the academic year 2016/2017. The sample of this research was X MIPA 3 which consisted of 31 students. The instrument of this study was recount text test. The data were analyzed by using repeated measure t-test in which the significance was determined by $p < 0.05$.

The result of the research showed that t-value was higher than t-table ($19.747 > 2.042$) and the value of significant level was $0.00 < 0.05$. The mean score of posttest (78.61) was higher than the pretest (58.00) and the gain was 20.61. It means that there was an improvement in the students' recount text writing ability after being taught using clustering technique. Briefly, referring to the result above, it can be said that clustering technique can be applicable to improve students' ability in writing recount text.

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A Script

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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Student's Name : **Helidatasa Utami**

Student's Number : **1313042040**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Prof. Dr. Patuan Raja, M.Pd.   **Dr. Flora, M.Pd.**
NIP 19620804 198905 1 001   NIP 19600713 198603 2 001

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

   Chairperson : **Prof. Dr. Patuan Raja, M.Pd.**

   Examiner   : **Dr. Muhammad Sukirlan, M.A.**

   Secretary   : **Dr. Flora, M.Pd.**

   The Dean of Teacher Training and Education Faculty

   Dr. H. Muhammad Fuad, M.Hum.
   NIP 19590722 198603 1 003

Graduated on : **April 13ᵗʰ, 2017**

SURAT PERNYATAAAN

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NPM : 1313042040

Nama : Helidatasa Utami

Judul Skripsi : The Effectiveness of Teaching Writing of Recount Text through

Clustering Technique at The First Grade of SMAN 13 Bandar Lampung

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

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membuat pernyataan

Helidatasa Utami
1313042040

CURRICULUM VITAE

The researcher's name is Helidatasa Utami. She was born on September 18, 1995 in Bandar Lampung. She is the first daughter of a great couple, Damiri Tabri and Helaliah, S.E.

She joined Kartika II-27 Kindergarten Bandar Lampung in 2000. She continued her study in SD Al Kautsar and graduated in 2007. In the same year, she was accepted in SMP Negeri 19 Bandar Lampung and graduated in 2010. Then, in 2010, she studied in SMA Negeri 13 Bandar Lampung and graduated in 2013.

She was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University through SBMPTN in 2013. She did PPL and KKN in July to Agustus 2015. She taught SMA Negeri 2 Ulubelu, Tanggamus.

MOTTO

"So verily, with the hardship, there is relief. Verily, with the hardship, there is

relief."

(Quran 94: 5-6)

"A happy soul creates you to be solid and strong"

(Helidatasa Utami)

DEDICATION

This script is entirely dedicated to:

My beloved parents

Damiri Tabri and Helaliah, S.E.

My younger brothers

Andra Riantasa Wijaya and Andre Riantasa Wijaya

My fabulous friends in English Department 2013

My lovely almamater

Lampung University

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Finally, the writer expects that this script will be meaningful for readers and will be beneficial as references for other researchers who want to conduct similar research.

<div align="right">
Bandar Lampung,   April 12th 2017

The writer,

Helidatasa Utami
</div>

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I. INTRODUCTION

This chapter discusses several points; introduction that deals with background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

1.1 Background

English teaching is intended to develop students' ability to use English as a means of communication. Students are expected to use English communicatively both oral and written form. Writing is one of the four language skills students need to master. As we know, writing is a complex process involving the ability to construct a text in order to express one's ideas effectively. Sometimes, it is hard for the students to produce their ideas, words, sentences, paragraphs, and composition in written form. However, writing is one of language skills which have to be acquired by the students.

Clanchy and Ballard (1987:1) define writing as a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. To support the concept of writing, Massi (2001:1) defines writing as a transmission process of ideas from an addresser to an addressee via

text. In line with the concept above, Phelps (2001:2) explains writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. The function of language is to communicate which is not just by speaking but also by writing. Therefore, it is important to build the writing skill first in order to make the students able to write as what they are thinking of. Teaching writing should guide the students to express and state their thoughts in a written text by following appropriate rules in each communicative circumstance.

Writing process involves students to compose words into sentences and to compose sentences into paragraph until they can create effective paragraph writing. Most students find difficulties to state their ideas. Actually, they might have ideas in their mind but they often feel confused how to develop or state their thoughts in words and in a good writing. Campbell (2002) claims that the biggest problem that students have in writing is that they cannot put their ideas and facts into papers since they are afraid if their ideas cannot be written correctly in terms of grammar. This condition causes students to stop writing and be anxious. Observing these problems, teacher must find the better way in delivering material related to this skill for students. In teaching writing, there should be brainstorming to stimulate the students' ideas before being expressed in written form. Also, teacher should provide adequate warming up activity about topic being discussed. Moreover, during learning writing process, teacher should guide the students to write a good paragraph as well based on the several aspects of writing such as: content, vocabulary, organization, grammar, and mechanic. It can be seen that students need any approach in writing to help them expressing their thought in

written from which bring them joyful activity; therefore, they will write without any hesitation.

For all problems which appear in English learning, teacher has to overcome those problems. Thus, the teacher should apply the appropriate technique and has good preparation for that situation. By using the appropriate technique as an alternative way in teaching writing, the learners are expected to write paragraph well. In learning activity, technique can make the teaching-learning process lively. The implementation of technique in teaching class also encourages students to study harder. So, the researcher will try to implement a technique that can motivate the students to write well. Many techniques can be used for teaching writing. One of them is clustering technique.

In the teaching writing, the teacher usually activates the students' prior knowledge by asking them to make a free writing. To improve students' writing skill in recount text, the researcher applied clustering technique as the free writing to help students in their writing. Clustering technique gives benefit for students when they have difficulty to start writing. Kalandadze (2007:6) states that clustering is a technique used to see a visual map of our ideas and able to make us think more creatively in making new association. It helps the students to think more creatively and focus on the idea that they intend to write in relation to the content and to link sentences into coherent ideas in the target language. Therefore, the students can organize their thinking before they develop a paragraph effectively. Moreover, the clustering technique can motivate the students to write and to stimulus their ideas.

To strengthen this research, the researcher provides five previous researches that are related to this research. Hapsari (2013) who conducted a research in first year of senior high school to find out the improvement of vocabulary achievement through clustering technique. The finding showed that clustering technique improved students' vocabulary achievement. As the result, the researcher will try to apply clustering technique in writing skill.

In line with the research above, Oktavia (2013) who investigated whether there was significant difference between students' gain achievement in learning vocabulary who were taught through Clustering Technique and Derivational Exercises at the second grade of senior high school. As the result, clustering technique was significantly better than derivational exercises in improving students' vocabulary achievement. The result showed that clustering technique was a simple technique to be used so that it can increase better for the students' vocabulary achievement. In this research, the researcher will try to use one class to apply clustering in writing skill.

The other research was conducted by Kartikasari (2014) who investigated the implementation of clustering technique for teaching speaking to senior high school students. The research was classroom action research which used observational checklist oral test as data collection. Having conducted two cycles of action research. As the results show, this technique gives a contribution in improving students' speaking ability. Since in the previous research, clustering technique was applied in teaching speaking, the researcher will try to apply it in teaching writing.

Previous study by Sugiarti (2012) who investigated the implementation of clustering technique for teaching writing descriptive text to junior high school.based on the result of her research, it can be concluded that the use of clustering technique improved the students' writing ability. Meanwhile, students found that the use of clustering as a fun way where they can collect all ideas that they have produce into composition. As a result, the researcher will try to apply clustering technique in writing recount text.

Similar research was also conducted by Inal (2014) which focused on the effect clustering technique on students' writing on narrative text at Dokuz Eylul University. The findings showed that the use of clustering technique improved the students writing ability at university level. He found that clustering pre-writing strategy can create the creative and motivating atmosphare, so the students can learn intuitively and let the flow of their thoughts guide them in writing. Since the previous research has taken in university level, the researcher will try to conduct further research in senior high school level.

Based on the result of studies, it can be seen that all researches prove that clustering technique is good to be implemented by the teacher. Therefore, the researcher tried to find a way how to make students enjoy their writing classes and assignment. Clustering technique was implemented in teaching writing to the tenth grade students. Because in the tenth grade, the students are taught by many kinds of genre. This study used recount text to be applied to clustering technique. By using clustering technique, the students will easier to organize and generate their ideas for four english skills, especially writing. .

Those previous studies above showed that the students had difficulties in choosing best words, developing ideas, organizing grammar, and using appropriate verbs. To solve those problems, Hapsari (2013), Oktavia (2013), Kartikasari (2014), Sugiati (2012), Inal (2014) implemented clustering technique. In short, those previous studies also show that clustering technique is effective in improving students' vocabulary achievement, students' speaking ability, junior high school students' writing ability in descriptive text, and also students' writing ability in university level. To justify the research question of this research, the researcher uses those previous studies as turning point for a better research. The difference between this research and those previous studies lies on focus. Based on the statements above, the researcher is interested in investigating the study to apply clustering as a technique of teaching writing aim at improving students's acievement in writing recount text at the first grade students of senor high school.

1.2 Research Question

The problems of this research are formulated as follow:

Is there any improvement of students' writing ability in recount text after the implimentation of clustering technique?

1.3 Objectives of the Research

It is expected of reseach are:

To find out whether there is any improvement of students' writing ability in recount text after the implimentation of clustering technique.

1.4 Uses of the Research

This research aims at having the following uses:

1. Theoretically, it can support the theory that clustering technique can be applied to improve student's recount writing ability.

2. Practically, it can inform the English teachers that teaching writing using clustering technique can be developed in English teaching method futher.

1.5 Scope of the Research

The subject of this research was limited in teaching and learning process of writing in the first grade of SMAN 13 Bandar Lampung. There are many techniques that can help teacher in teaching learning process to reach the goal of it. In this case, the researcher used clustering technique in teaching writing. Based on 2013 curriculum of senior high school, the researcher finds that there are many kinds of writing forms which are supposed to be learned and mastered by students. However, this research was limited to the investigation of clustering technique in teaching recount text. This technique is applied by placing a topic in the center of the page and drawing a circle around it. Then, as related words, phrases, and ideas come to mind, write them, circle them, and connect them to the circles that enclose related ideas. Clustering was used as the prewriting activity in writing recount text. The researcher used personal recount text. The evaluation would consider suitable vocabulary, grammar, punctuation, organization, and content for their level.

1.6 Definition of Terms

There are some terms that are used by the writer to give the basic understanding that related to the concept, they are stated below:

1. Writing is one of language skill in which the students learn how to get ideas and expresses the ideas in written form by applying content, grammar, vocabulary, mechanics, and organization.

2. Clustering Technique is a type of free associated listing. It begins with a core-word, a word that acts as a metal stimulus to make the writer come up with related terms that branch out from the center term. Each group, or cluster, has a number of words that each other. Clustering technique is applied in order to give a brainstroming before the students compose a paragraph.

3. Text is any meaningful stretch of language either oral or written in the form of word, cluse, and sentence.

4. Recount text is a text which is used to tell about event and experience that already happened in the past.

This chapter above has discussed about background of the problem, research problem, objective of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter will discuss about the theories which are used in this research. Those theories are writing, teaching writing, recount text, clustering technique, teaching writing recount text using clustering technique, the procedures of teaching recount text writing using clustering technique, advantages and disadvantages of clustering technique, theoretical assumption and hypotheses.

2.1. Writing

Writing is one of the four skills in learning language. The researcher focused on this skill and tries to find out its definition; moreover, it may the basic theory of this research.

Raimes (1983: 76) explains writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication. Writing is an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. In producing writing, a writer may hold a thinking activity which enable him to put a words in a paper Phelps (2001:2). A writer uses knowledge of structure and vocabulary to combine his ideas as a means of

communication. Furthermore, Linderman (1983) states that writing is a process of communication that uses conventional graphic system to convey a message to readers. Writing has been a means of communication which must be as communicative as speaking; nevertheless, the way of communication makes it different between them. Writing is also social because it is a social artefact and is carried out in a social setting. What we write, how we write and who we write to is shaped by social convention and social interaction (Weigle in Ahlsen and Lundh, 2007:4).

When someone expresses his/her ideas, he/she clarifies his/her thinking. He/she can communicate his idea though written form such as letter, message, or invitation for communication. It is as Tarigan (1987) says that writing is a language skill which is used for indirect communication. However, producing a written form is not an instant but it needs a process; also, the writer should think first then he can conduct a text. In conducting a written form, a writer should concern some efforts such as selecting, adding, revising, and rearranging the words or sentences to produce an acceptable text. Moreover, Homstad and Thorson (1994) state that writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar. Writing proves how much someone acquires and learns about grammar; moreover, he or she is able to apply that in a written form. Writing encourages thinking and learning; therefore, it depends on the thought of the writer and the knowledge of grammar.

Based on the statement above, the researcher confirms that writing is a very complex process that encourages thinking and learning to explore thoughts and

ideas; also, it is communicative. Creating a written text can be said difficult because a writer should concern with grammar; also, he should consider the aspects of writing.

2.1.1. Aspects of Writing

Conceivably, there are principles in writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary). It can be said that a writer is success if his writing contains the aspects of writing. Jacob et al (1981:90) and Hosseinpour (2014:4) state that there are five aspects of writing as follows:

 1. *Content*

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. This term is related with the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted. In addition, Hosseinpour (2014:4) states that content includes knowledge of subject, development of thesis, converge of topic, relevance of details, substance, and quality of details of writing.

 2. *Organization*

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical

arrangement refers to the order of the sentences and ideas. While smooth flow refers to how well one idea or sentence leads into another. Organization concerns with fluency of expression, clarity in the statement of ideas, support, organization of ideas, sequencing and development of ideas (Hosseinpour, 2014:4).

3. *Vocabulary*

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words that express the meaning correctly is considered much. Furthermore, Hosseinpour (2014:4) says that vocabulary concers with range, accuracy of word or idiom choice, mastery of word forms, appropriatenes of register, effectiveness in the transmission of meaning.

4. *Language use or grammar*

Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph. Grammar focuses on accurate use of sentence structures and constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseinpour, 2014:4).

5. *Mechanis*

Mechanic refers to the use of graphic conventional of the language. For instance are the steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation (Hosseinpour, 2014:4).

Thus, there are five aspects in writing: content, organization, vocabulary, language use, and mechanic (Jacob et al, 1981:90 and Hosseinpour, 2014:4). All of those aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

2.2. Teaching Writing

Teaching known as "instruction" means process that makes someone do learning. Teaching might be a process of giving guidance to the students in order to reach the goals.

Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, a teacher helps students and guides them to learn a material easily. Writing is more complex than speaking; hence writing pedagogy is important, as Brown in Ahlsen and Lundh states by claiming that writing is "as different from speaking as swimming is from walking" (2007:7).

According to Reid (1993:27), teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to built students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class. In addition, Raimes (1983) states learning to write is not only learning how to use orthographic symbol, but primarily how to select and organize experience according to certain purpose. Consequently, writing is seen as a difficult skill to master. Moreover, in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interests, needs, capacities,

and age until they are able to make a composition with few or even no error. The aspects of writing such as content, organization, vocabulary, language use, and mechanics can not be separated each other. In teaching writing, the teacher should concern to all aspects but still the material must be considered based on students' level.

In writing process, students have to organize and develop their ideas in mind before putting the words in a written form, it does not end on that step; students have to transfer their thought into words in the target language. Therefore, they also need translating process of the whole key words in their mind. It seems that writing can not be done in short time. Thus, teaching writing also needs steps in order to make students easier in organizing their thought.

In relation to teaching writing, Harmer (1984: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, 1989: 120) quoted by Idrus (2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. Inpracticing their writing, the students have to follow the steps to make their writing more effective.

Unger and Fleischman in Ahlse and Lundh (2007:9) said that there are some steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result. In addition,

Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising as follows:

1. Prewriting

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, clustering ideas, and self-questioning. In the prewriting process, "writers form an internal representation of the knowledge that will be used in writing"; also, they "generate, develop, and organize ideas in memory" (Flower and Hayes, 1981:372). Prewriting gives warming up the brain to gathering the ideas to write about.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. In this step, a writer does translating process of representing one thought in mind into words (Flower and Hayes, 1981:373). It means that the writer's task is to translate a meaning (in mind) which may be embodied in key words; then, he puts those into written form descriptively.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. Graham (2003) writes about the importance of

feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language. So, in this step students can enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

Briefly, there are three steps of teaching writing: prewriting, writing, revising Blanchard and Root (2003).Teaching writing involves these steps in order to build good paragraph. Therefore, teacher can conduct the class applying these steps.

2.3. Recount Text

Recount text is used to tell the experience in the past, obviously recount text uses past tense form. Recount text does not use conflict, but it uses series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events and re-orientation. Derewienka (1990:15) asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. It is focus on a sequence of events. In general is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on we call it re-orientation.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure (Derewianka, 1990:145). The generic structure of recount text is as follows:

1. Orientation – Scene setting opening, it gives the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.

2. Events – recount of the events as they occurred, for example, I saw a vase… these events may be elaborated on by adding, for example, descriptive details.

3. Reorientation – a closing statement: When I got back, I told my mum (with elaboration in more sophisticated text).

The language features that are usually used in recount text are:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example," this great tennis player will no doubt win many more tournaments".

2. A range of conjunction (because, although, while) is used to link clauses within sentences.

   1. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into cohesive whole text.

   2. Passive voice is used, particularly in factual recounts to give objectivity to the text. For example," the land was worked by the peasants from sunrise to sunset."

   3. Adverbs (yesterday, outside) and adverbial phrases. For example," in 1991, in top of the hotel', is used to indicate specific times and places.

To be clearer, here is the example of recount text that reflects the generic structure:

Last Holiday to Kuta Beach

Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

Events:

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

Re-orientation:
I will never forget it. And I am proud of being an Indonesian
because my country is one of the most famous places in the world.

Furthermore, Derewianka (1990) identified that there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by him or her (i.e., oral anecdote, diary entry) use the first person pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements. This type uses the third person pronouns (he, she, it, and they). Sometimes the

ending described the outcome of the activity (i.e., science experiment). Details of time, place and manner may need to be precisely stated, i,e.: at 2.35 pm., between *Jhonson St* and *Park Rd*, the man drove at 80 *kph*. The passive voice may be used, i.e., the beaker was *filled* with water. It may be appropriate to include explanations and justifications.

3. Imaginative Recount

    Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. motion language, specific detail and first person narration are used to give the writing impact and appeal.

4. Procedural Recount

    A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard a videotaped script or advertisement, the steps taken to solve mathematical problem.

5. Biographical Recount

    A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events, a purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often evaluation of the subject's achievements in the final section.

From five types of recount text above, the focus of the research is personal recount since it tells the activities whereas the writer involves or does by her or himself.

2.4. Clustering Technique

Clustering is a technique applied in this research. There are several reasons which support the use of this technique.

This technique is an invention activity which reveal possible relations among facts and ideas (Cooper and Axelrod, 1996, p. 21). It means that clustering is a creative activity, because when creating a clustering people tries to find things related to the topic. Clustering requires a brief period of initial planning. Meanwhile, Oshima and Hogue (1999:8) say that clustering is brainstorming activity that can be used to generate the ideas.

Macdonald and Macdonald (1996: 34) also state that clustering technique is a good way to generate general unifying categories (abstractions) as well as a way to come up with specific support (details). This is true because the word clue is developed from the most general (the core) until the most specific (the branch). The students' task is only to develop sentences from the clues that are already made before. It will be much easier because they already know what they are going to write in their paragraph. According to John Langan (2006: 25) clustering also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper. In clustering, writers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to

them. It means clustering will help the students how to associate the ideas, how to write the ideas that exist in their minds, and how to develop ideas into a good paragraph unity. Seow (2002: 316) defines that clustering is a simple yet powerful strategy. Its visual character seems to stimulate the flow of association and particularly good for students who know what they want to say but just cannot say it.

Clustering technique is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, clustering technique allows learners to begin without clear ideas. It is a good way to develop idea before starting the writing activity. The learners can do it on their own or with friends or classmates to try to find inspiration or ideas. Clustering technique is a nonlinear activity that generates ideas, images and feelings around a stimulus word as follows:

Figure Clustering
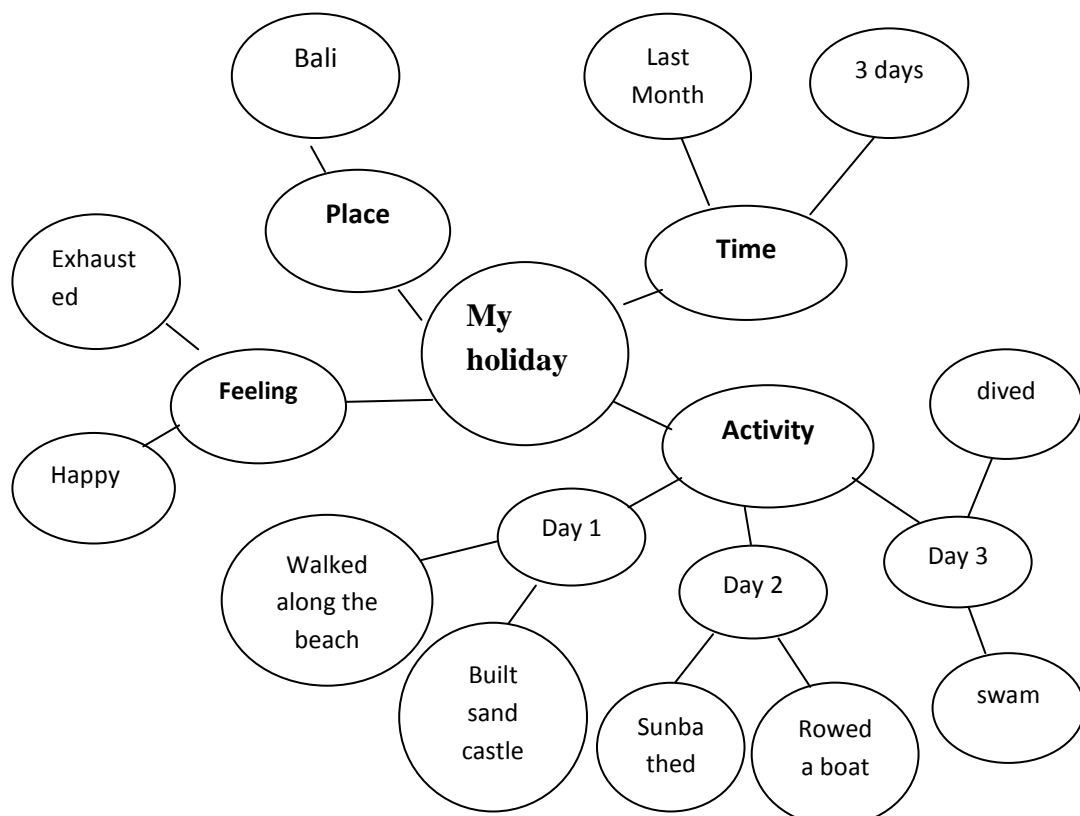
Based on this statement, clustering technique is an activities that generate idea by using circles and it starts from a stimulus word or the words expectation, then develop them into several groups.

Reid (1993: 6) mentions that the invention of clustering helps writers to generate, develop, and arrange their ideas. It can be said that clustering helps the learners in developing their idea. On the other hand, Thomas E. Tyner (1985, p. 176-177) said that,

> "Looping (clustering) is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas".

From the definition above, the writer concludes that clustering is powerful tool in freewriting to generate the ideas from mind. It is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information.

The researcher focuses on teaching writing recount text and she uses clustering as technique. In short, clustering technique can be the guiding technique which enables students to be more focus about their written text.

2.5. Teaching Recount Text Writing through Clustering Technique

Perhaps, teaching writing is teaching the students how to use the language for communicating, transferring idea and thought through written text.

Clustering technique is one of guided writing that can be applied in teaching writing and can be used to improve students' writing competence. Clustering is the way to classify the ideas and share into a piece of paper by making the connection with the core of the idea (DePorter and Hernacki, 1999:181). It means that clustering is a creative activity because when creating a clustering, the learners try to find things related to the topic using a visual scheme or chart. This technique helps the learners understand the relationships among the parts of broad topic and develop subtopic.

As quoted in Sosilawati (2012), Reid believes that this technique also helps writers to generate, develop, and arrange their ideas. It can be said that clustering helps the learners in developing their idea. This is the reason why this technique motivates students' writing activity that clustering provides them clear way to think about their writing product deeply. Since writing is specific and focused, students better understand the need to explain the topic clearly and completely. It was in line with Adriati (2013) who investigated the implementation of clustering technique in teaching writing narrative text. She found out that students' writing scores improved from pretest to posttest. She states that clustering helps the students in organazing the ideas and transforming them into the writing product.

Inal (2014) also discovers that clustering technique gives a contribution in motivating students in writing activity. By applying this technique, the students feel that they are learning a real languange which is alive. In his research, he also finds that this technique encourage the students to think creatively since they can group the words, link the ideas generated, and expand the subject. So, the students

enjoy applying this technique because they can use their creative power in cretaing their text.

Furthermore, Sugiarti (2012) investigated the effects of the clustering technique for improving English descriptive writing. The result of the research showed that clustering technique is effectively improving the students' writing ability.

Briefly, teaching writing using clustering technique is effective. It stimulates students' idea in writing and it guides students about what should be written.

2.6. Procedures of Teaching Recount Text Writing Using Clustering Technique

Blanchard and Root (2003), it is concluded that this study uses three steps in teaching recount text by using clustering technique. Those steps can be described as follows:

1. Prewriting

Prewriting activity gives warming up the brain to gathering the ideas to write about. Teacher introduces the students the topic of learning which is about recount text. Clustering technique that is used in teaching learning is also explained to them until students understand. Then, teacher tell them that clustering technique will help them in generate ideas when they start to write. The teacher explains the concept of clustering technique to the students. In clustering, the students can use lines, boxes, arrows, circles to show the relationships among the ideas and details that occur to them. The teacher gives the example of process in making clustering

on the whiteboard as a model and students are involved in the process. There is a topic to discuss and it is put in the center and circle it or the students can use the other shapes to make it more interesting, and they use lines or arrows to put keywords related to the topic. In making clustering technique, students do not have to worry in generating the ideas; it is free for them to organize their ideas as long as related to the topic. Afterthat, Teacher shows how to create a recount text using clustering technique by writing it in a white board as an example. Students observe the elements, structure, and the use of cronological connection in recount text. After the students familiarize with clustering technique, they are asked to make clustering based on their own topic.

2. Writing

After choosing the topics, students should create the first draft. Teacher asks them to start writing their recount text individually. The result of brainstorming or clustering in prewriting process is guidance for the students to write paragraph. Students should focus on their work on the clarity of the message from particular structures that recount text concerns with. The students should concern about the developing ideas. Moreover, they have to produce their text based on the clustering technique.

3. Revising and editing

After finishing writing, students work in group to observe the organizing idea and vocabulary of their writing result; it means that students can exchange their work with their friend and they give comment if it is necessary. Firstly, students must be focused on the punctuation. Then, they have to pay more attention to the vocabulary including spelling and grammar. After that, students must read the

content; also, the language use in the text must be checked for it has to be appropriate to their clustering. Afterthat, they should correct the errors in spelling, punctuation, capitalization, and usage (grammar). Perhaps, students face difficulties in checking and revising their works. Teachers guide the students to revise their work.

Based on the procedure above, the researcher surely thinks that it can help the teacher and the students more active, creative and also enjoyeable in delivering and accepting the material by using clustering technique in teaching-learning process.

2.7. Advantages and Disadvantages of Clustering Technique

Advantages

Clustering technique is considered as an alternative technique to teach writing because it has many advantages. The advantages of using word cluster technique can be described as follows:

1. It helps students to generate and develop their ideas (Reid, 1993: 6).

2. It allows the students focus on an occasion they want to describe in his paper (Wyrick, 2011: 13).

3. Clustering Technique makes their writing flow coherently because they write the paragraph by following the plan (Sosilawati, 2012)

4. Clustering Technique can help students arrange their ideas in the sense that they will not include any irrelevant thought or unimportant points (Sosilawati, 2012)

Disadvantages

The disadvantages of using word cluster technique can be described as follows:

1.   Clustering Technique is not a good technique when it is used to write an essay writing which has long paragraph (Styati, 2010).

2. Clustering Technique will confuse the students how to start their writing (Styati, 2010).

As a matter of fact, every strategy bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective.

2.8. Theoretical Assumptions

In teaching writing, there are many techniques that can be used by the teachers to reach the goal of teaching learning process. As has already been stated that writing is counted as the most difficult skill, students need to consider the five aspects of writing namely content, grammar, organization, vocabulary, and mechanic. Besides some cases show that it is hard to students are facilitated to plan their ideas in systematical way. There are many ways in teaching writing and teacher should have the ability to choose an appropriate way and implement it in the teaching learning process to obtain the goal. The use of guiding technique is necessary for teaching writing.

Clustering technique is a technique that can be used to teach recount text writing. It is also a tool that helps the students to express their ideas in writing recount text. In the teaching process, the teacher guide the students to organize and write recount text including the five aspects of writing; content, grammar, organization, vocabulary, and mechanic. Moreover, clustering technique gives students a fresh way to think about approaching their writing and they write for a specific purpose. Therefore, clustering technique can be an effective and interesting way in teaching writing.

Perhaps, this kind of experience will increase students' interests in writing and cause them to be easier in putting their ideas and thoughts through words. By using clustering technique, students have recollected some important details about a number of tittle that given and it may help students focus on an occasion they want to describe. It is might be helpful for the students in understanding the relationships among the parts of board topic and for developing subtopics. Furthermore, this will make sure that students already have topics in their mind; it will make them easier to write. When, they know what they are going to write, they perhaps feel easier in stating their thoughts systematically. It also can be the way to bring together students' understanding of main ideas, organization, elaboration, and coherence.

Writing is a language skill which is used for indirect communication. A writer uses knowledge of structure and vocabulary to combine his ideas as a means of communication. The objective of teaching writing is students are able to produce written form of their ideas and thoughts correctly based on writing aspects.

Implementing clustering technique in teaching writing recount text can help students develop the ideas that they will put in their recount text writing. In other words, it will help the students to make the content of their writing relate with the topic.

The researcher believes that teaching writing using clustering technique creates good effect in the classroom, so the students will not get bored in teaching learning process and this condition is expected to help students improve their writing ability especially in recount text.

2.9. Hypothesis

The researcher proposed the following hypothesis:

There is an improvement of students' writing ability of recount text after being taught through clustering technique.

Briefly, those are the explanation about this chapter that are about writing, teaching writing, recount text, clustering technique, teaching writing recount text using clustering technique, the procedures of teaching recount text writing using clustering technique, advantages and disadvantages of clustering technique, theoretical assumption and hypotheses.

III. METHODS

This chapter discusses about the methods of the research and they are research design, population and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, analyzing the data, data analysis, and hypothesis testing.

3.1. Research Design

The research was quatitative research. The aim of this research was to find out whether there was possitive impact of using clustering technique on teaching writing recount text. The design in this research was the one-group pretest-posttest design. It means that in this research there were two test which were pretest and posttest. Pretest would be given before the treatment and after the treatment, posttest would be conducted. The research design was presented as follows:

T1 X T2

T1   : Pre-test

T2   : Post-test

X   : Treatment (teaching writing recount text using clustering technique about three times)

 (Setiyadi, 2006:143)

In conducting this research, the researcher used inter-rater reliability and computed the average score of the written test from the pre-test and post-test of the group.

3.2. Population and Sample

The population in this research was the first grade students of SMAN 13 Bandar Lampung. A class was taken as the sample of this research and the class consists of 31 students. In determining the experimental group, the researcher used lottery technique to choose the treatment class. So, all the class would get same chance to be sample. The sample of this research was class X MIPA 3, in second semester in 2016/2017 academic year.

3.3 Data Collecting Technique

In collecting the data, the researcher used the following technique:

1. Pre-test

The pretest was conducted before the treatment administered. It was administered to the experimental class. The pre-test was given before the treatment in order to know how far the competence of students in writing recount text. By giving the pre-test, we knew the problems that students faced in writing. The test was in written form and the materials that would be tested based on the curriculum that was used in the school.

2. Treatment

The researcher used clustering technique as a treatment that was applied in this research. Clustering technique begin with a core-word, a word that acted as a mental stimulus to make the writer come up with related terms that branch out from the center term. One term leaded to another and another to create a complex network of diverse ideas, all related back in the same way to the core stimulus word. Then, the researcher gave the treatment to the students three times.

3. Administering the Post-test

The post-test was given after the treatment in order to know whether there was any improvement of students' recount text writing that would be taught by clustering technique. The test was in written form and the materials that would be tested, relate to curriculum that was used in the school and suitable with their level. The result of the post-test compared with the pre-test in order to make sure whether clustering technique improves students' ability in writing recount text or not.

3.4. Research Procedures

The researcher had to prepare the steps or procedures in collecting data. The research procedures were as follows:

1. Selecting the material

Selecting materials was the first way that the researcher should do. Selecting the writing materials was determined by the levels of the students. Therefore, the researcher used the syllabus of the first year of senior high school students based on school based curriculum of 2013, which was the curriculum used by the school. The material should cover the goal of teaching recount text as the target of the achievement.

2. Determining the instruments of the research

The instrument in this research was writing test. The researcher conducted writing test for pretest and posttest which covered five aspects of writing namely content, organization, vocabulary, language use, and mechanic in writing recount text. The purpose of these tests was for gathering data that are the students' writing score before and after treatment.

3. Making the groups

The researcher needed a group consist of 30-35 students to conduct this research. It was taken from one of ten classes in first grade students. The researcher used lottery technique to choose the treatment class. So, all the class would get same chance to be sample.

4. Conducting Pre-test

The pretest was given for the experimental group before the treatment (teaching writing recount text using clustering technique). The test was writing test in the forms of written text based on the instruction of the test. Topic of the test was recount text. Pretest was administered to students before the treatment in attempt to measure students' initial recount text writing ability and to make sure whether the students in experimental group had the same initial ability in writing or not. The test was about making a written text. The test was held for 60 minutes. The scoring system was taken based on the rating scale by Jacob et al (1981).

5. Giving Treatment

The researcher conducted teaching learning of writing recount text in experimental group using clustering technique. The experimental group was trained to write. Therefore, researcher gave introduction about clustering technique.

Researcher guided them in this step by giving brainstorming using an example of recount which was created using clustering technique. Researcher showed the students about how to arrange the idea into clustering. The structure of recount text was explained to them by showing the way to create it. It means that researcher had prepared one topic of recount text and she would generate it in front of the class. Moreover, all students joined the process of making it.

Researcher also guided the students to concern about five aspects of writing and to write the topic based on the particular structures such as orientation, events, and reorientation.

Students' knowledge about developing idea to conduct the content must be the most important. There were three times treatments in this research. Each treatment was held for 90 minutes. The procedures of teaching writing using clustering technique were as follows:

1. Prewriting (developing learner's comprehension strategies or stimulating students' background knowledge)
2. Writing (developing ideas of the topic)
3. Revising (concern on the organizing idea and vocabulary of students' writing result)

6. Conducting posttest

Posttest was administered after treatment. It was conducted to find out the progress of students' recount text writing ability after being taught using clustering technique. Furthermore, it was made to know whether or not there was an improvement of students' recount text writing ability. The scoring system was taken based on the ESL Composition Profile by Jacob et al (1981). Posttest was related to the material that has been discussed in the class during treatment so the students would not be confused. The students were asked to develop their recount text writing based on the topic which was given by the teacher.

7. Analyzing, interpreting, and concluding the data

After collecting the data dealing with students' handwriting, the data was analyzed carefully by the two raters (pretest and posttest of the two groups by researcher and English teacher of the school). The data were analyzed based on the ESL Composition Profile which concerns to the five aspects of writing.

Researcher scores the pretest and posttest of the experimental group, then, put into a table the result of the test. Moreover, researcher calculated the mean of the pretest and posttest for experimental class. The last was drawing the conclusion from the result of the pretest and posttest which uses *Repeated measure T-Test of SPSS (statistical package for social science)* version 17.0 for windows. It was used to find out the means of pretest and posttest and how significant the improvement is.

3.5 Research Instrument

There was only one instrument of the research which was employed in this research. The instrument of the research was recount text writing. The researcher administered writing test to find out whether there was an improvement of students' recount text writing ability after the implementation of clustering technique or not. That was why the students were asked to write a recount text. The students were given a chance to make writing composition for about 60 minutes for the pretest and 90 minutes for the posttest.

3.6. Criteria for Evaluating Students' Writing Ability

The consideration of criteria for evaluating students' recount text writing ability iwas based on the ESL Composition Profile by Jacob et al (1981). There were five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

In evaluating the students' writing scores the researcher analyzed the result of students' text writing. Pretest and posttest text writing result of the experimental group were analyzed to make sure that the treatment that had been given impact the students' ability. The criteria of scoring system were based on the rating sheet

from Jacob et al (1981) which concerns to the five aspects of writing. The researcher used computation as follows:

1. Content was scored as much as 30% from the total sentences support the main idea.

2. Organization was evaluated as much as 20% from the total sentences are written in chronological order.

3. Language use was scored as much as 25% from sentences use correct grammar.

4. Vocabulary was scored 20% as much as from vocabularies are use correctly.

5. Mechanic was evaluated as much as 5% from use punctuation, spelling and capitalization correctly.

Table of specification

Aspects of writing	Score	Criteria
Content	30-27	**Excellent to very good:** knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	**Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	**Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic
	16-13	**Very poor:** does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	**Excellent to very good:** fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	**Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	**Fair to poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	**Very poor:** does not communicate, no organization or not enough to evaluate

Vocabulary	**20-18**	**Excellent to very good:** sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
	17-14	**Good to average:** adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	**Fair to poor:** limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	**Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use	**25-22**	**Excellent to very good:** effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	**Good to average:** effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	**Fair to poor:** major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	10-5	**Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	**5**	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	**Very poor:** no mastery of conventions; dominated by

		errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

The score of writing based on five components could be compared in the percentage as follows:

Content   30%

Organization   20%

Vocabulary   20%

Language use   25%

Mechanics   5%

          Total   =   100%

Table of Rating Sheet Score

S's Codes	Cont. (1-30)	Org. (1-20)	Voc. (1-20)	Lang. (1-25)	Mech. (1-5)	Total (1-100)
1.						
2.						
3.						

3.7. Validity

A test can be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed.

3.7.1 Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given

must be suitable with the curriculum (Setiyadi, 2006:23). Content validity is the extend to which a test measures a representative sample of the subject meter content; moreover, the focus of content validity is adequacy of the sample and simply on the appearance of the test. It is correlated the test with the educational goal stated on 2013 English curriculumn and the syllabus for the second year of senior high school students. It means in pretest and posttest, the material was suitable with their level in first grade of senior high school. Therefore, since the test was conducted to get the data of the students' writing ability, the content validity of the test was administered by improving or developing the test based on the concept that had been clarified before organizing the test instrument.

3.7.2. Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006:25). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Writing has five aspects; therefore, if the test has already measured the five aspects, the test has covered the aspects of construct validity. In measuring construct validity of the instrument (test), the second rater may be involved in determining the reliability of each indicator.

This research was focused on writing ability in forms of written text; moreover, the pretest and posttest measured several aspects based on the indicators. It was examined by referring the aspects that are measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics.

3.8. Reliability

Hatch and Farhady (1982:243) points out that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. A test can be considered reliable if the test

has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there must be inter-rater reliability. Inter-rater reliability was used when the score on the test was independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second was the English teacher in SMA Negeri 13 Bandar Lampung who is capable in scoring students' writing. The teacher was 50 years old, graduted from University of Lampung in 1993 and she had 25 years teaching experience. Both of them discussed the writing criteria in oeder to obtain result of the test. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90). To measure how reliable the scoring was, this study used *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6. \sum d^2.}{N(N^2 - 1)}$$

p   : Coefficient of rank order

d   : Difference of rank correlation

N   : Number of students

1-6   : Constant number

(Hatch and Farhady, 1982: 206)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

    a) A very low reliability   (range from 0.00 to 0.19)

    b) A low reliability   (range from 0.20 to 0.39)

    c) An average reliability   (range from 0.40 to 0.59)

    d) A high reliability   (range from 0.60 to 0.79)

e) A very high reliability   (range from 0.80 to 0.100)

(Slameto,1998: 147 in Hayanti, 2010:38)

The Result of Reliability of Pretest

The statistical formula is:

$$R= 1 - \left(\frac{6\left(\sum d^2\right)}{N(N^2-1)}\right)$$

$$R= 1 - \left(\frac{6(85\ )}{31(31^2-1)}\right)$$

$$R= 1 - \left(\frac{6(85\ )}{31(961-1)}\right)$$

$$R= 1 - \left(\frac{510}{29760}\right)$$

$$R= 1 - 0.0171$$

$$R= 0.9829 \ \{a \text{ very high reliability (ranges from 0.80 to 0.100)}\}$$

(Full explanation see the appendix 4)

The Result of Reliability of Posttest

$$R= 1 - \left(\frac{6\left(\sum d^2\right)}{N(N^2-1)}\right)$$

$$R= 1 - \left(\frac{6(48)}{31(31^2-1)}\right)$$

$$R= 1 - \left(\frac{6(48)}{31(961-1)}\right)$$

$$R= 1 - \left(\frac{288}{29760}\right)$$

$$R= 1 - 0.0096$$

$$R= 0.9904 \ \{a \text{ very high reliability (ranges from 0.80 to 0.100)}\}$$

(Full explanation see the appendix 5)

3.9. Data Analysis

In analyzing the data of the students' mean score in the pretest and posttest, the researcher computed them by using the formula as follows:

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

Notes:

M   = Mean (the average score)

X   = Students score

N   = Total number of students

(Arikunto, 1999:68)

Then the mean of pre-test was compared to the mean of post-test to see whether clustering technique had positive impact toward students' writing ability. In order to find out whether the students got an improvement, the researcher used the following formula.

I=M2-M1

Notes:

I   = the improvement of students' writing achievement.

M2   = the average score of post-test

M1   = the average score of pre-test

After the data were collected, the researcher treated the data by using the following procedures:

Putting the data of score of pretest (T1) and posttest (T2) on table below:

S' code	Content		Organization		Vocabulary		Language use		Mechanics		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1												
2												

3.10. Data Treatment

In order to find out the improvement of students' recount text writing ability after being taught using clustering technique, the researcher used statistical calculation to analyze the data using the statistical computation i.e., Repeated measure T–Test of SPSS version 17.0.

According to Setiyadi (2006:169-170), using repeated measure T-Test for hypothesis testing has 3 basic assumptions, namely:

1.   The data is interval or ratio

2.   The data is taken from random sample in population (not absolute)

3.   The data is distributed normally

3.11. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not.

 1. The hypothesis was analyzed by using repeated measure t-test of Statistical Package for Social Sciences (SPSS) windows version 17.0. The researcher used the level of significance 0,05 in which the hypothesis is approved if $\alpha <$

0,05. It means that the probability of error in the hypothesis is only 5%. The hypothesis testing stated as follow:

Ho   : There is no improvement of students'recount text writing ability before and after pretest and posttest through the treatment using clustering technique. The criteria Ho is accepted if alpha level is higher than 0.05 (α > 0.05).

H1   : There is improvement of students' recount text writing ability before and after pretest and posttest through the treatment using clustering technique. The criteria H1 is accepted if alpha level is lower than 0.05 (α < 0.05).

Briefly, those are the explanations of this chapter which are the methods of the research and they are research design, population and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, analyzing the data, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestion for English teachers who want to try to implement clustering technique in teaching writing and for further researcher who want to investigate the research about this technique.

5.1. Conclusion

Reffering to the discussion of the research findings on the previous chapter, the researcher comes to those following conclusion. Based on the research, it was concluded that:

1. The implementation of clustering technique could improve the students' recount text writing ability. It could be seen from the gain of the students' writing mean score in the pretest and the posttest (58 to 78.61) and the statiscal report; in addition, the use of clustering technque could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.

2. Using clustering technique will help the students to express their ideas because this technique provides opportunities for the students to clarify their thoughts before they begin to draft. The students will develop their ideas first then make

a relation among the information that stored in their brain. So, it will help them to write the recount text easily.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1. Suggestions for English Teachers

1. English teachers are suggested to use clustering as a technique that can be used to improve students' writing ability in recount text effectively because the researcher found thet through clustering, students become more active and autonomous in the learing process.

2. Since clustering technique can develop students' creativity in writing, teachers might try not to limit students' ideas by giving any topic or subject.

5.2.2. Suggestions for Further Researcher

1. This study was conducted in senior high school level. Therefore, the further researchers can try to find out the effect of using clustering technique in different level of school.

2. In this study, recount text was employed as the media to measure the improvement of students' writing ability after the implementation of clustering technique. Further researchers can try to apply clustering with another kind of text, analytical exposition and report text for instances.

In brief, those are the conclusion of the research findings and suggestions for English teachers who want to try to implement clustering technique in teaching

writing and for further researchers who want to investigate the research about this technique.

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