THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXT AT SECOND GRADE OF SMA NEGERI 9 BANDAR LAMPUNG

(A Script)

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ABSTRACT

THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXT AT SECOND-GRADE OF SMA NEGERI 9 BANDAR LAMPUNG

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The objectives of this research were to find out whether there was any improvement on students' writing ability of hortatory exposition text and which aspect of writing improved the most after the implementation of clustering technique. This study adopted a quantitative approach which used a one group pre-test and post-test design. The population of this research was the second-grade students of SMA Negeri 9 Bandar Lampung in the second semester of academic year 2018/2019. The research took one class as the sample and it was XI IPA 7 which consisted of 24 students. Writing tests in the forms of pretest and postest of hortatory exposition text were applied to collect the data. The data were analysed by using repeated measure T-test in which the significance was determined by $p<0.05$. The result of this research showed that t-value (11.524) was higher than t-table (2.069). It meant that there was improvement in students' hortatory text writing ability after the implementation of clustering technique. The aspect which improved the most after the implementation of the technique was content aspect of writing since the gain of the aspect improved up to 3.71 points with the percentage of 12.37%. In short, referring to the results above, it can be concluded that clustering technique can be implemented in improving students' writing ability especially hortatory exposition text.

Keywords: writing ability, hortatory exposition text, clustering technique.

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A Script

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the Requirements for S-1 Degree

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Research Title   : **THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXT AT SECOND GRADE OF SMA NEGERI 9 BANDAR LAMPUNG**

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The author, Aditya Putra Mahardhika Pratama, was born on July 29th, 1997 in Bandar Lampung. He is the first child of two children from a happy Muslim family, Suparno. and Siti Nawangsih. He started his study at Elementary School 1 of Beringin Raya Bandar Lampung in 2003 and graduated in 2009. Thereafter, he was enrolled as a student of State Junior High School 14 Bandar Lampung and graduated in 2012.

In the same year, he registered at State Senior High School 9 Bandar Lampung, and took Social Studies as his major and graduated in 2015. Then, he entered University of Lampung and took English Education study program as his major in Faculty of Teacher Training and Education in 2015.

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DEDICATION

By offering my greatest praise and gratitude to Allah SWT for His never-ending bless
and guidance to me,
this work is proudly dedicated to:

My beloved parents, Suparno and Siti Nawangsih.

My beloved brother, Raka Pramudhita Putra Mahardhika.

My beloved fraternity English Department '15. Thanks for the best moments I've
experienced.

MOTTO

"Just Do It.''

-Nike -

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Hopefully, this work will give a positive contribution to the educational development or to those who want to carry out further research.

Bandar Lampung, August 05th 2019
The Writer

Aditya Putra Mahardhika Pratama

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I. INTRODUCTION

This chapter consists of some points. They are background of the research, research questions, objectives, uses of the research, scope of the research and definition of terms.

1.1 Background

In learning English as a foreign language, writing is one of the language skills which is important for students to master. According to Byrne (1995) writing is transforming our thoughts to become language or written form. In writing, any idea that you advance must be supported with specific reasons or details (Langan, 2008:6). Writing is important knowledge which is going to be very useful for the people to communicate with the others and also express their feelings through written text. Expressing something could be done not only through speaking but also through written text which has to be factual and valid. Thus, learning how to write in English well is very important for students.

In writing, the students do not only focus on how to write good sentences or make good paragraphs but it must have good content. However, there are also some aspects of writing that have to be concerned before they start writing. First, vocabulary which is used in making a sentence or paragraph must be appropriate. Second, grammar must be used in

proper situation and it has relation in using what tenses which is appropriate for the idea. Third, organization of the sentence or paragraph should be concerned and arranged in good arrangement in order for the readers can understand what they are going to read after looking at the text or sentence that the students have written. The last is mechanic which means in writing a sentence or paragraph, students should be aware of putting the symbol, numbering and also the punctuation that a text can be understood easily.

Although mastering writing is very important, teaching writing as a foreign language should be done in a unique strategy and also be taught in good sequences in order the students could understand easily. Cumming (2001:1) has stated that different theoretical orientations tend to focus on different aspects of writing.

Due to students' ability and their needs analysis are different, a teacher has to be sensitive and creative in designing a lesson plan for teaching writing to the students. Some students are probably good in grammar but they lack in vocabularies and also some students are probably good at giving ideas to their writing but they lack of grammar and these are some reasons teaching writing is not only focused on how to write in English well but also how to teach the students to use proper language and good structure to share their ideas in written form.

Moreover, some students perceive that writing is a very difficult activity. They find out that it is hard for them to learn grammar and also the other aspects of writing and some students assume that writing is a boring activity. Teachers have to think quickly to solve this problem. They have to think creatively in making a lesson plan or decide what strategies which they will apply in the teaching and learning process.

Moreover, these are also various techniques for teaching writing. In implementing a technique for teaching writing, a teacher must be creative that it can attract students to follow the explanation which is given by the teacher easily. Teachers can use technique in their learning process and to make the learning process be done properly and understood by the students easily. By using an appropriate technique, teachers can develop their material to improve students' motivation to learn writing. Maloff (2004) has stated that there are some strategies which can be used to motivate students to learn writing.

Nevertheless, teachers have to find out there are so many techniques which can be used in teaching writing. One of them is clustering technique. According to Axelrod and Charles (1985) clustering is an invention activity which reveals possible relations among facts and ideas. This technique requires the students to prepare brief note about the ideas which are relevant with the fact of the topic that will be written. Clustering technique gives students freedom to think the things which have relations with the material or the topic which they are going to discuss.

Thus, in this research, the researcher used clustering technique to teach hortatory exposition text writing to the second-grade students of senior high school. The previous research has proved that clustering technique can be implemented in writing a narrative text and also it is proved that the technique improves students' writing ability significantly (Adriati, 2013). Besides, clustering technique can be also implemented in writing a descriptive text and improves the aspect of content (Eramona and Muhd, 2014). Then, this technique can be also implemented in writing a recount text (Noor, 2012). The

researcher chose this technique to teach writing and to find out the answers of the research questions about the improvement of students' hortatory exposition text writing ability after the implementation of clustering technique and which aspect which improves the most after the implementation of this technique.

1.2 Research Questions

The research questions are formulated as follows:

1. Is there any improvement of students' hortatory exposition text writing ability after the implementation of clustering technique at the second grade of SMA Negeri 9 Bandar Lampung?
2. Which aspect improves the most after the implementation of clustering technique in hortatory exposition text writing at the second grade at of SMA Negeri 9 Bandar Lampung?

1.3 Objectives

The objectives of this research are expected:

1. to find out if clustering technique can improve students' hortatory exposition text writing ability at the second grade of SMA Negeri 9 Bandar Lampung.
2. to find out which aspect improves the most after the implementation of clustering technique in hortatory exposition text writing at the second grade of SMA Negeri 9 Bandar Lampung.

1.4 Uses

The result of this research can be used as follows:

1. Theoretically, this research can be used as a reference in English teaching, especially in teaching hortatory exposition text writing. For researchers, the result can be a reference for further investigation in similar issues.

2. Practically, this research can be used as an alternative technique for English teacher in teaching writing through hortatory exposition text to make the learning process becomes easier.

1.5 Scope

The focus of this study was students' exposition text writing ability which was treated by clustering technique in terms of content, organization, vocabulary, language use and mechanics. The technique implemented in this research was clustering words by using line or arrow to become relatable from one and another. The researcher focused on exposition text especially hortatory exposition text. The subject of this research was XI IPA 7 of SMA Negeri 9 Bandar Lampung.

1.6 Definition of Terms

In order to avoid misunderstanding, the definitions of terms are provided as follows:

1. Writing

Writing is one of important skills which students have to master. The use of writing skill is to communicate to each other, to share ideas and experiences in written form. Writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to understand (Hadfield, 2008:117).

2. Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should not happen or be done (Siahaan and Shinoda, 2008:101). The function of hortatory exposition itself is to persuade the readers or listeners that something should or should not be done in the case.

3. Clustering Technique

Clustering technique, also known as diagramming or mapping, is a technique that can be used to generate ideas in writing. This technique is helpful to think in a visual way. In clustering technique, there are lines, boxes, arrows, and circles to show relationships among the ideas and details (Langan, 2002).

This chapter discusses about background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on the definition of writing, aspect of writing, teaching of writing, hortatory exposition text, technique in teaching writing, clustering technique, previous studies, procedure of teaching writing through clustering technique, advantages and disadvantages of clustering technique, theoretical assumption, and hypothesis.

2.1 Writing

Writing is one of English skills which is important to be mastered. Writing, usually is the last stages of English skills which is necessary to be learnt in order people can communicate not only by orally but also by using written form. Expressing something can be done not only by speaking but also people can share their ideas through writing. Server (1998) has stated that writing does not only explains our thoughts, feelings, plans, and experiments but also make us communicate with others and explains ourselves in written form.

Based on School-Based Curriculum (Depdiknas, 2006) the students are required to communicate oral and written text, mainly descriptive, narrative, recount, explanation, exposition, discussion, commentary, and review by stressing on the interpersonal complex meaning and variety textual meaning. Writing is an important knowledge which is going very useful. In writing, any idea that you advance must be supported with specific reasons or details (Langan, 2008:6). Writing does not only focus on writing good sentences or paragraph, Byrne (1995) state that writing is transforming our thoughts to become language or written form. In addition, writing is not just putting pen on the paper or writing down ideas but how these ideas are presented or expressed effectively (Nik, 2010).

In the process of writing, the researcher concluded if his writing contained some aspects of writing. According to Jacob (1981:90) there are five aspects of writing as follows:

1. Content

It refers to substance of writing, the experience of the main idea (unity), such as: groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

It 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.

3. Vocabulary

It refers to the selection of words those 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.

4. Grammar/Language Use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics

It refers to the use graphic conventional of the language, i.e., The steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity).

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. Form refers to the organization of the content (coherence).

4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanic refers to the conventional devices used to clarify the meaning.

In this research, the researcher chose those aspects of writing which is stated by Jacob (1981: 90) in evaluating the students writing score. They are content, organization, grammar, vocabulary, and mechanic.

2.2 Teaching of Writing

Teaching writing is to teach students to share and express their ideas in written form. It is very important for the teacher to provide the materials which are relevant to students' need and interest and also to the things that they have not known before. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing on helping someone to know or understand. This statement can be concluded that teaching writing can be a guidance for the students to learn how to write easily. Reid (1993:27) has stated teaching writing is a unique way to reinforce learning. This statement means that the teacher has to know the problems which the students may be faced during the learning process of writing in order the teacher can provide appropriate way for the students as the material for teaching writing.

The goal of teaching language for foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as the great ideas achievement (Lado, 1959:125). Raimes (1983) also stated that learning to write is not only learning how to use orthographic symbol, but primarily how select and organize experience according to certain purpose.

In addition, Raimes (1983) states that in order to become successful writing, an English teacher should provide appropriate materials and guide the students in writing, in which

the materials which are given relevant to students' needs, interests, capacities and age until they are able to make competition with few or no error.

Nunan (2003:88) delivers an idea that teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. The teachers are be able to reinforce the students to write in good organization, punctuation and the other aspects which the students must be followed to become a good writer.

From the statement above, there are three steps of writing that stated by Mappe (2000):

1. Pre-writing

In this stage, the students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers

not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

It can be concluded that in writing there are some processes that should be considered in order to get a good piece of writing.

Therefore, the researcher applied the teaching writing: pre-writing, drafting, revising, and editing (Mappe: 2000) as the teaching of hortatory exposition text writing.

2.3 Hortatory Exposition Text

In learning English, the use of text sometimes is used by the teacher. There are some monologues in English that the teacher can use to be implemented as well as the technique. In this research, the researcher chose exposition text especially hortatory exposition text that implemented also by the clustering technique to the students.

Hortatory exposition text is a monologue which has function to persuade someone to do or not to do something. Siahaan and Shinoda (2008:101) states that hortatory is a text functioning to persuade readers that they should do something for the benefit of others.

From the statement, it can be concluded that hortatory gives influence to people's thinking about the current issues which happen around them.

A hortatory exposition text consists of these following structures (Gerrot and Wignell, 1994:209):

1. Thesis

Thesis is the main announcement of the issue of concern.

2. Arguments

Arguments contain of the reasons of doing something.

3. Recommendation

Recommendation is the statement of conclusion about what should people do or should

not be done.

Table 2.1 The Example of Hortatory Exposition Text

Generic Structure	What is the Benefit of Tourism for Local People?
Thesis statement	Well, tourism is now a huge contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to developing regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits for local people.
Arguments	Tourism industries will not give much benefit for local people if, for example, multinational hotel chains don't care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that International hotel chain. However in case of missing that opportunity, some of them still have their own environment.
	Moreover, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels of that multinational chains. They less go to such places; restaurant, bar, hotel, shop which are owned by local people. This can prevent the local people's business from becoming even larger.
	Most important thing, tours or excursions of tourism have little effect on nature. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk.

Recommendation	So the local government policies should be put in place to ensure that tourism will make the benefit spreading widely. The policies should guarantee that tourism will not cause any harm to any local people or places.

(britishcourse.com)

From the explanation above, it can be concluded that hortatory exposition text has generic structure. They are thesis statement, arguments and recommendation. This text usually is about the phenomenon surrounding. So the writer can put their arguments or opinions into this text and also the writer should put the recommendation related to the topic.

2.4 Clustering Technique

There are so many techniques which can be used to teach writing and one of them is clustering technique. MacDonald (1996: 34) states that word cluster is a type of free associated listing. It begins with a core-word, a word that acts as a mental stimulus to make the writer come up with related terms that branch out from the centre term. The ideas of each word must have relation to the other words in order they can make good connection. Clustering technique also means a group of things close together or forms a close group (Manser, 1991: 73). It means that clustering is relating the word by the other word that can be related form the general into the specific one.

Clustering technique is like listing to get ideas to write about something and write them in circle or bubbles around the topic (Hogue (1996: 91). The learners write simple a concept about the topic that they will discuss and put it inside the bubbles or the circle

and must be related. Seow (2002: 316) has stated that clustering is a simple yet powerful strategy. Clustering technique can be very effective way for the students who are difficult to show their feelings or difficult to write long sentences directly.

It is the same with brainstorming, clustering makes the students to begin the topic with their ideas. It can be concluded that clustering technique can be explored by the students through words and ideas from their mind and also it is a good way to start the activity by developing the ideas which has related to the topic first.

Clustering Technique
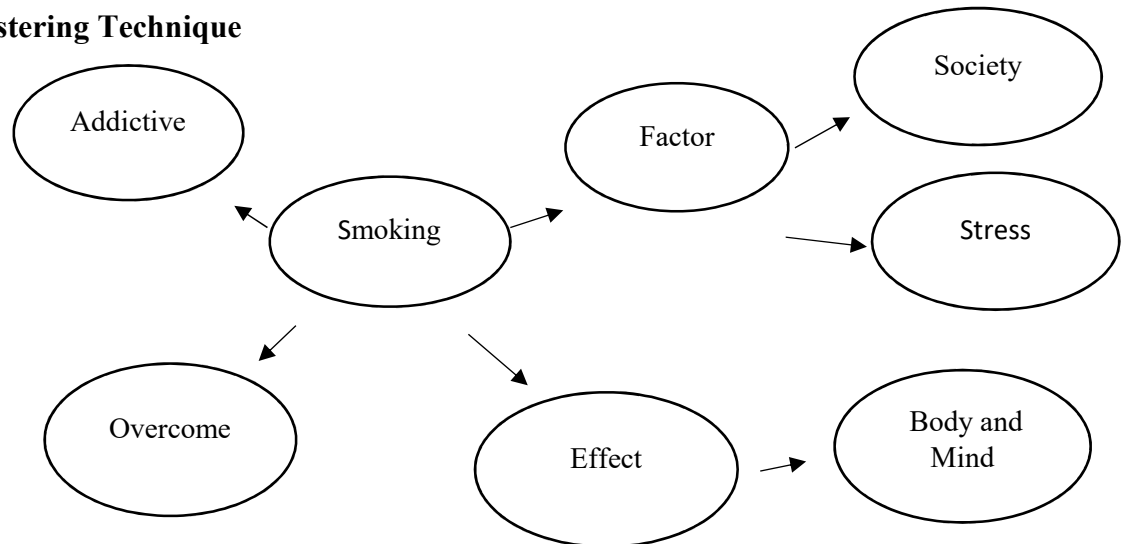
Reid (1993: 6) states that the invention of clustering technique helps the writers to generate, develop, and arrange their ideas. To begin clustering technique, choose a random word which is related to the topic of your assignments and it has to be the central of your topic. For example, the core-word is "smoking", write the word in the middle of the paper sheet and circle it. Write the other words which have relation to the core-words, it can be the factor or the impact of smoking. The students have to circle the words and make connection to the other words if it is necessary. Based on this statement, clustering

technique is an activity 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, 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 a 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. Then it also can be concluded that clustering technique focuses on the students' vocabulary. The students start to write their ideas but they can only use word or phrase which related to the topic. It is also effective for the students to enrich their vocabulary.

2.5 Previous Studies

As we know that Server (1998) has stated that writing does not only explains our thoughts, feelings, plans, and experiments but also make us communicate with others and explains ourselves. So, it is an obligation for the teacher to provides some techniques to teach writing in order the students can write something organized and understandable.

MacDonald (1996) in his book "*Mastering Writing Essential*" states 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 statement can be concluded that clustering technique is developing the core-word to become more specific.

There are some previous researches that use clustering technique in teaching writing. One of them is conducted by Adriati (2013). The subject of her research was the first grade students of SMA Negeri 1 Bandung. The result of the research showed that clustering technique can be used in teaching writing and it made a significant improvement to students' writing ability. In this case is teaching narrative text through clustering technique.

The second previous research is conducted by Sosilawati (2012). She conducted quantitative research in order to know the improvement students' writing skill of descriptive text through clustering technique at second grade of SMA Negeri 3 Metro. The finding of her study concludes that clustering technique can improve students' writing ability in writing descriptive text.

The third previous research is conducted by Noor (2012). The research was conducted in SMA Muhammadiyah 1 Malang at first grade students. The aim of the research is to prove that there is an improvement of students' writing ability after being taught by clustering technique especially in writing recount.

Based on previous researches above, they prove that clustering technique can be implemented successfully to teach writing and improves students' writing skill.

2.6 The Procedure of Teaching Writing Using Clustering Technique

The procedure of clustering technique is used to make sure that the research is systematically arranged and to avoid confusion. This study adopted three steps in teaching hortatory exposition text by using clustering technique by Mappe (2000). Those steps can be described as follows:

1. Pre-writing

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 hortatory exposition 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. After that, Teacher shows how to create a hortatory exposition text using clustering technique by writing it in a white board as an example. Students observe the elements, structure, and the use of technical vocabularies in

hortatory exposition text writing. After the students are familiar 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 hortatory exposition individually and in the group. 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 hortatory exposition 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. The language use in the text must be checked for it has to be appropriate to their clustering. After that, they should correct the errors in spelling, punctuation, capitalization, and perhaps, students face difficulties in checking and revising their works. Teachers guide the students to revise their work.

Hopefully by using clustering technique, the students' hortatory exposition text writing can be developed and organized well and also they can enrich their vocabulary by making the simple clustering concept. The time during the treatments was about 6x45 minutes.

2.7 Advantages and Disadvantages

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

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

2. It allows the students to 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)

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 sometimes confused 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 Assumption

In teaching writing, there are some techniques that can be used by teachers to reach the goal of teaching and learning process. As it has been already stated that writing is considered as the most difficult skill, students need to consider the five aspects of writing: content, grammar, organization, vocabulary, and mechanics. Besides some cases show that it is difficult to students to plan their ideas in structured way. There are so many ways in teaching writing and teacher should have an ability to choose an appropriate way and implements it in the teaching and learning process to achieve the goals of the learning process itself. One of many techniques which can be used is clustering technique.

Clustering technique is a technique that can be used to teach hortatory exposition text writing. In the process of teaching, the teacher guides the students to organize and write hortatory exposition text considering the aspects of writing.

By using clustering technique, students have to find out some important details about an issue they want to describe. It might be helpful for the students in understanding the relationships among the parts of board topic and for developing subtopics. It also can be the way to bring together students' understanding of main ideas, organization, elaboration, and coherence since the technique itself makes students have to relate one.

A writer uses knowledge of structure and vocabulary to combine his ideas as a means of communication so that the hortatory exposition text can be produced. 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 hortatory exposition text can help students develop the ideas that they will put in their hortatory exposition text writing. In other words, it will help the students to make the content of their writing relate with the topic.

The researcher assumes that teaching writing using clustering technique make a good impact in the classroom, so the students will not get bored in teaching learning process and this condition is expected to help students to improve their writing ability especially in hortatory exposition text.

2.9 Hypothesis

Based on the theoretical assumption above, the researcher formulates hypothesis as follow:

There is improvement of students' hortatory exposition text writing ability after the implementation of clustering technique.

This chapter explains about the the definition of writing, teaching of writing, hortatory exposition text, technique in teaching writing, clustering technique, previous studies, procedure of teaching writing through clustering technique, advantages and disadvantages of clustering technique, theoretical assumption, and hypothesis.

III. METHODS

This chapter presents research design, population and sample, data collecting technique, instrument of the research, validity and reliability, data collecting procedure, scoring system, data analysis, data treatment and hypothesis collection.

3.1 Design

In this research, the researcher conducted quantitative research based on pre-experimental method. This study is applied in one-group pretest-posttest design of pre-experimental design (Setiyadi: 2006). In this research, the students were given a pretest before treatment to find out the students' initial ability and then they were given a posttest after the treatments. According to Hatch and Farhady (1982: 20), the research design can be presented as follows:

$$\boxed{\textbf{TI X T2}}$$

T1 : pre-test
X : clustering technique
T2 : post-test

The research was conducted in five meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was a pretest session, then the next day was the treatment for

the students which was conducted three times and the last day was a posttest. The pretest was done to find out the students' basic ability in writing a hortatory exposition text before they were given the treatment. Then, the treatments were done to guide the students in writing hortatory exposition text. The last, the posttest was done to find out the students' improvement in writing a hortatory exposition text. It was also to make sure that clustering technique could be used to improve students' in writing hortatory exposition text.

3.2 Population and Sample

Data sources were taken from population and sample which must be necessary in a research. The researcher did the research in SMA Negeri 9 Bandar Lampung; this is Senior High School level, where the population was the second-grade students of SMA Negeri 9 Bandar Lampung and sample of the research was the students of XI IPA 7 SMA Negeri 9 Bandar Lampung.

The class was taken by using lottery technique to ensure that everyone got the same chance. In this research, the researcher administered a pre-test, treatments, and a post-test to the sample of class.

3.3 Instrument

To figure out whether the objective of the research has been achieved or not, the researcher uses research instrument. The instrument of this research is writing tests in the forms of pretest and posttest. Pretest test was conducted in the first meeting and posttest

was conducted after the treatments. The researcher asked the students to write a hortatory exposition text based on the topics that they chose freely and considered the five aspects of writing.

3.4 Validity and Reliability

In this section there are two parts that will be discussed further there are validity and reliability.

3.4.1 Validity

Validity is a matter of relevance. A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250).

1. Construct Validity

According to (Hughes, 1989:42), a test, part of test, or a testing technique is said to have 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.

2. Content Validity

Heaton (1988:100) mentions that content validity depends on a careful analysis of the language being tested and the particular course objectives. This research uses a writing test which is supposed to be mastered by the second-grade students of senior high school.

The test is considered as valid in content validity since the test of writing consisted a representative sample of writing aspects and also the material used are chosen based on 2013 English Curriculum for second-grade students of senior high school.

Since this research was about writing skill, so that was why the researcher considered five aspects of writing which were measured; content, organization, vocabulary, language use, and mechanics. It could be said that the test had been covered with construct validity. Furthermore, the writing tests were administered based on indicators and the objectives in the syllabus of the School. The researcher chose writing hortatory exposition text for this research, so it was examined by considering indicators of hortatory exposition text. It could be assumed that the instrument in this research was valid.

3.4.2 Reliability

Hatch and Farhady (1982:243) establishes that the reliability of a test can be defined as the extent to which a test produces consistent result when it administers under similar conditions. A test will 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 is inter-rater reliability. Inter-rater reliability is used when the score on the test is independently estimated by two or more raters. In this case, there will be two raters. The first rater is the researcher and the second is English teacher in SMA Negeri 9 Bandar Lampung.

So, it is important to make sure that both raters use the same criteria for scoring the students' writing test. Hereby, the first and the second ratters used criteria devised from Jacobs et al (1981:90).

To measure how reliable the scoring is, 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)

In this case, the co-efficient of rank correlation will be analyzed with the standard of reliability as follows:

1. 0.80000 - 1.0000   : very high reliability

2. 0.60000 - 0.7900   : high reliability

3. 0.40000 - 0.5900   : medium reliability

4. 0.20000 - 0.3900   : low reliability

5. 0.00000 – 0.1900   : very low reliability

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if pretest and posttest reach the range of 0.60-0.79 (high reliability) and 0.80-1.00 (very high reliability)

1. **Result of Reliability of the Score of The Pretest**

$$p = 1 - \frac{6\sum d^2}{N(N^2 - 1)}$$
$$= 1 - \frac{6\,(240)}{24(24^2 - 1)}$$

$$= 1 - \frac{1440}{24(576 - 1)}$$

$$= 1 - \frac{1440}{13800}$$

$$= 1 - 0.0104$$

$$= 0.89 \ \text{(Very High Reliability)}$$

2. **Result of Reliability of the Score of The Post-Test**

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

$$= 1 - \frac{6\,(261)}{24(24^2 - 1)}$$

$$= 1 - \frac{1566}{24(576 - 1)}$$

$$= 1 - \frac{1566}{13800}$$

$$= 1 - 0.1134$$

$$= 0.88 \ \text{(Very High Reliability)}$$

3.6 Data Collecting Procedure

The procedures of the research on data collecting are as follows:

1. Determining the population and samples

The researcher chose the second grade of SMA Negeri 9 Bandar Lampung as the population and sample of this research. The researcher took one class, XI IPA 7, as the sample of the research.

2. Deciding the materials to be taught and tested

In this stage, the researcher did not provide some topics for the pre-test. The topics were chosen freely by the students but they should be based on the teaching and learning syllabus.

3. Conducting a pre-test to the students

The researcher did not prepare some topics during the pretest. So, the researcher asked the students to write hortatory exposition text by selecting the topic freely to be written by them into hortatory exposition text. The time was about 90 minutes for this test.

4. Giving treatments by teaching hortatory exposition text by using clustering technqiue

In this step, the researcher explained the procedure in writing hrtatory exposition text by using clustering technique. Then, the students were asked to make a hortatory expostion text after the researcher gave the examples.

5. Conducting a post-test to the students

In order to see the improvement of student's writing ability, the post test was conducted in the class after having the treatments. The test was in form of writing. The students were asked to make hortatory exposition text. The students could choose the topic freely. The posttest was conducted in 90 minutes.

6. Analyzing the test results (pretest and posttest)

After scoring pre-test and post-test, the data were analyzed by using Repeated Measure T-Test, SPSS 17.0 for Windows. In this step of the research procedures, the researcher gave score based on the five aspects of writing. The five aspects are content, organization, vocabulary, grammar and mechanic. In scoring, the researcher used two raters (*inter-*

rater) in order to avoid the subjectivity of the researcher. The first rater was the researcher and the second rater was the English teacher of SMA Negeri 9 Bandar Lampung.

In short, from the explanation above, there are some steps of research procedure in this research starting from selecting the material, conducting pretest, giving treatments, conducting posttest, and analyzing the data.

3.7 Scoring Criteria

There are five aspects to be tested for evaluating the students' hortatory exposition text; content, organization, vocabulary, grammar, and mechanic.

In evaluating the students' writing scores, the researcher analyzed the result of the students' text writing to make sure that the treatment gave an impact or improvement to the students' writing ability.

The criteria of scoring system are based on the rating sheet from Jacob et al (1981). The score of the test is derived as follows:

1. Content : 30%
2. Organization : 20%
3. Vocabulary : 20%
4. Grammar : 25%
5. Mechanic : 5%

Table 3.1. The Scoring Criteria

Aspect	Criteria	Score
Content	**Excellent to very good:** Knowledge, substantive,	**30-27**

	through development of thesis, relevant theory.	
	Good to average: Some knowledge subject, adequate range, limited development of thesis, mostly relevant to topic but lacks details.	**26-22**
	Fair to poor: Limited knowledge of subjects, little substance, inadequate development of topic.	**21-17**
	Very Poor: Does not show knowledge of subjects, no substantive not pertinent, not enough to evaluate.	**16-0**
Organization	**Excellent to very good:** Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing.	**20-18**
	Good to average: Loosely organized but the main ideas stand out, limited support, logical but sequence and development.	**17-15**
	Fair to poor: Non-fluent, ideas confused or disconnected, lack logical sequence and development.	**14-10**
	Very poor: Does not communicate, no organization, not enough to evaluate	**9-7**
Vocabulary	**Excellent to very good:** Sophisticated range, effective words/idioms and usage, word form mastery,	**20-18**

	appropriate register.	
	Good to average: Adequate range, occasional errors or idiom choice, usage but meaning not clear.	**17-15**
	Fair to poor: Limited range, frequent errors of idiom/words, meaning confused or not clear.	**14-10**
	Very poor: Essentially translation, little knowledge of English vocabulary, not enough to evaluate.	**9-7**
Grammar	**Excellent to very good:** Effective complete constructions, few error of agreement, tense, number, word order, function, and preposition.	**25-22**
	Good to average: Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.	**21-18**
	Fair to poor: Major problem in simple construction, frequent error in negotiation, agreement, tense, number, word, and meaning confusing	**17-11**
	Very poor: Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	**10-5**
Mechanic	**Excellent:** Few errors of punctuation,	**5**

	spelling and capitalization/used correctly	
	Good: Occasional errors of punctuation, spelling, and Capitalization.	4
	Fair: Numerous errors of punctuation, spelling, and capitalization	3
	Very poor: No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2

(Jacobs, 1981:90).

3.8. Data Analysis

In order to get the results of this research, the researcher analysed the data by using some steps as follows:

1. Scoring the pre-test and post-test

2. Finding the mean of the pre-test and post-test using this formula:

$$M\cancel{d}=\frac{\Sigma d}{N}$$

Md   = Mean

Σ = Total score of the students

N   = Number of students

3. Drawing the conclusion by comparing the means of the pre-test and post-test.

(Arikunto, 2006:272)

Means can show whether the test is too easy or difficult for the students (Sosilawati, 2012:

31). In this research, means show whether the treatments are successfully done or not. If

the mean score is high, it means the treatments is done successfully.

3.9. Data Treatment

In treating the data, the researcher used the following procedures:

1. Normality Test

The purpose of composing normality test is to find out whether the data are normally

distributed or not. The researcher used Descriptive Statistics SPSS 17.0 for Windows in

order to analyze the data of the tests. The researcher used Shapiro-Wilk's significance in

determining the normality of the pretest and posttest since the population of the sample

is lesser than 50.

The hypothesisis of the normality test is:

H_1 : The distribution of the data is normal.

Table 3.2 The Normality of Pretest and Posttest

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.180	24	.043	.929	24	.093
Posttest	.117	24	.200[*]	.967	24	.587

Based on the Table 3.2 above, the level on the significance is 0.05 and it could be assumed

that H_1 was accepted since the results of the normality test were higher than 0.05. After

knowing that the data were distributed normally, the next test, Repeated Measure Test,

was conducted to investigate whether the data significant and the hypothesis of the research could be accepted or not

2. Homogeneity Test

This test is used to find out whether the data is homogenous or not. The hypothesis is accepted if $p>0.05$. In this case, the researcher uses the level significance of 0.05.

Table 3.3 The Homogeneity of Pretest and Posttest

Levene Statistic	df1	df2	Sig.
2.019	1	46	.162

Based on Table 3.3, it could be assumed that the data was homogenous since the significance of the data was higher than 0.05 (0.16>0.05).

3. Random Test

The random test is conducted to find out whether the students' data in the sample class fits the criterion of randomization or not. The samples are tested by using Run Test in SPSS 17.0 for Windows. The hypothesis of the random test is:

H_1 : The data is random

Table 3.4 The Random Test of Pretest and Posttest

	Pretest	Postest
Test Value[a]	71.50	83.25
Cases < Test Value	10	12
Cases >= Test Value	14	12
Total Cases	24	24
Number of Runs	14	15
Z	.358	.626
Asymp. Sig. (2-tailed)	.720	.531

From the Table 3.4, it could be assumed that the data was accepted randomly since the significance of the data was higher than 0.05.

3.9 Hypothesis Testing

Then the result of the t-observed or t-value was compared with the result of the t-table to determine whether the alternative hypothesis could be accepted or not. The researcher used Repeated Measure T-Test in SPSS 17.0 for Windows to test the hypothesis with the significance value of 0.05. The data was accepted since $p<0.05$ (See appendix 11).

The hypothesis of the findings is:

H_1 : There is an improvement in the students' hortatory expositon text writing after the implementation of clustering technique.

$$\boxed{\textbf{H1 (T1} \geq \textbf{T2)}}$$

H_1 : Content is the aspect of students' writing skill which improves the most after the implementation of clustering technique.

This chapter discusses about research design, data sources (population and sample), data collecting technique, instrument, validity and reliability, data collecting procedure, scoring system, data treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try the implementation of Clustering Technique in teaching writing and for further researchers who want to investigate the research about this technique.

5.1. Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusions:

1. The implementation of clustering technique was effective to improve students' writing skill. Based on the results of the tests and analyzing the data, there was a significant improvement of the students' writing after the implementation of clustering technique. It could be seen from the students' mean score in the posttest and the pretest which showed the mean score of the posttest was higher than the pretest. It could be assumed that the students' hortatory text exposition writing improved and there was significant improvement in students' hortatory exposition

writing and it can also be concluded that the treatments by using clustering technique were done successfully.

2. From the gain of each aspects and of writing and analyzing the data, it can be concluded that clustering technique made a significant improvement especially in aspect of content. This happened since the students made paragraph of hortatory exposition text by the graphic of words that they had made and made them relatable to one another for one topic to become sub-topic and became a paragraph of hortatory exposition. Then, although the aspect of mechanics got the lowest gain among the other aspects, there was still significant improvement after looking at the gain and analyzing the data. This happened because the students sometimes did not understand about using right punctuation in their writing. Although the researcher had already explained about the use of punctuation, students sometimes forgot to put it in their writing since the time that was given by the teacher was too short in writing the text or even they had already sure that their writing were good enough. The research could be concluded that the treatments by the implementation of clustering technique was effective to improve students' hortatory exposition writing ability and also to improve all aspects of writing.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions 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 hortatory exposition text effectively because the researcher found that through clustering, students become more active and creative in the learning process.

2. Since clustering technique can develop students' creativity in writing, teachers should not give narrow topics that have limitation to the students.

3. The teacher should ask the students to bring their own dictionary so that they will not depend on the teacher or their friend in finding the meaning and the usage of the words.

5.2.2 Suggestions for Further Researchers

1. This study was conducted in senior high school level. Therefore, the further researchers can try to find out the effectiveness of using clustering technique in different levels of school: junior high school and university level.

2. There are few studies that clustering technique and its implementation are implemented in monologue texts writing. Therefore, further researchers could investigate this technique in teaching the other higher monologue texts: explanation text, analytical exposition text, or report text.

3. The researcher recommends further researchers to compare clustering technique with other technique of teaching to find out which technique is more effective in improving students' skill ability.

4. This research involved one class, which was an experimental class, the other further researchers are recommended to use control and experimental class as the samples.

In brief, those are the conclusion of the research findings and suggestions for English teachers who want to try clustering technique in teaching writing or other the other skills and for further researchers who want to investigate the research about the effectiveness about this technique.

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