IMPROVING STUDENTS' WRITING ABILITY THROUGH CLUSTERING TECHNIQUE AT THE TENTH GRADE OF SMAN 8 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

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Abstract: This research is aimed to improve students' writing ability through Clustering Technique at the tenth grade of SMAN 8 Bandar Lampung in the academic year of 2021/2022. The subject of this research was the students of X IPS 3 with total number 32 students. This research was conducted in two cycles by using classroom action research. This research focused to improve students' learning activity and the students' writing ability. In the cycle 1, most students were not confident and passive, also the class condition uncontrolled, the mean score of students' learning activity was 6.75 with the criteria less active. In cycle 2, the students showed positive and significant improvement. The students become more confident in the class activity and became active participant in joining the class. The mean score of students' learning activity in cycle 2 was 7.86 with criteria active. The improvement of the students' writing ability could be seen from the average score of preliminary research was 55.75 of 8 students who passed the minimum mastery criterion with the percentage 25% while in cycle 1 was 70.59 of 17 students who passed the minimum mastery criterion with the percentage 46.87% and in cycle 2 was 79.93 of 27 students who passed the minimum mastery criterion with the percentage 84.37%. From the result of analyzing data, it could be summarized that applying Clustering Technique can improve students' learning activities and students' writing ability.

Keywords: *Classroom Action Research, Students' Writing Ability, Clustering Technique*

INTRODUCTION

Writing has become important subject that should be mastered by students in learning English. Writing is defined as the process of expressing ideas or thoughts into words in a readable form. Learning writing is one of the important skills for students because through writing the students are able to show, express, and develop their knowledge, experiences, ideas and opinions in a written form.

Writing is a way to express feelings and thought to other people that have meanings. Writing can helps people to communicate each other by written form. In human life writing gives contribution. Writing being an important thing that can be seen in peoples' daily activities and in social life, such as personal letter, social life, office activity and business activity and particularly in academic activities. Harmer (2004: 86) writing is a way to produce language and express idea, feeling, and opinion. It means that writing is a tool to express feeling, ideas and thought to other people which contain meaning.

Writing is not only an activity of producing words and sentences but also the writer should be able to arrange words and sentences into well-organized writing. Langan (2006: 15) writing is a process of discovery which involves a series of stages and those stages are discovering a point, developing the point, organizing the supporting material, revising and editing.

Learning writing is difficult for the senior high school students, but they have to master this ability well to achieve the aim of their future. There are some reasons why writing becomes difficult subject to the students. Writing is difficult to be learnt, because it needs hard thinking in producing word, sentence, and paragraph at the same time. Then also, in writing we need to generate the idea, able to choose appropriate vocabulary, mastering tense, knowing about punctuation, and able to develop ideas. Richard and Renandya (2002: 303) who state that writing is the most difficult skill for second or foreign language learners to master. The difficulties faced are not only in organizing or generating ideas, but also in translating the ideas into a legible text.

The role of interesting technique can help students in solving the problems especially in writing ability. There are some technique that famous in teaching and

learning writing, such as quick writing, free writing, guided writing, writing approach, clustering etc. In this research, the writer will use Clustering technique to solve those problems mentioned above.

Lunsford (2010: 57) Clustering is a prewriting technique used by writers to produces ideas using visual scheme or chart. It means that Clustering is enable the students to think creatively because when making the clustering the students try to find ideas related to the topic by using visual chart or scheme. Langan (2008: 30) who stated that clustering technique is another technique that can be used by writers to generate the material for their paper. This technique is a kind of brainstorming activity, it is line with Baroudy (2008: 7) who defined that clustering as a non-linier brainstorming process that generate ideas, image, and feeling around a stimulus word until a pattern become discernible. Clustering technique is helpful for people who prefer to think in visually, because in this technique the writer can use lines, circle, arrows, and boxes to indicate relationship between the ideas and detail.

Clustering is a useful technique for condensing a large topic into a more manageable topic for a short essay. It is also known as mapping or diagramming, and it is a good technique to gather material for an essay. It begins by writing down the ideas on a blank sheet of paper. Then write and circle the term that best conveys the general subject will be writing about in the center. Afterward consider the various ideas and details that pertain to this topic. This technique will assist students in organizing their thoughts before developing them into a paragraph. On the other hand clustering is a technique for creating a basic framework for a topic by starting with the broadest ideas and working toward more detailed specifics. It helps the students' to recognize the connections between facts, organize data, and build particular support for their major ideas.
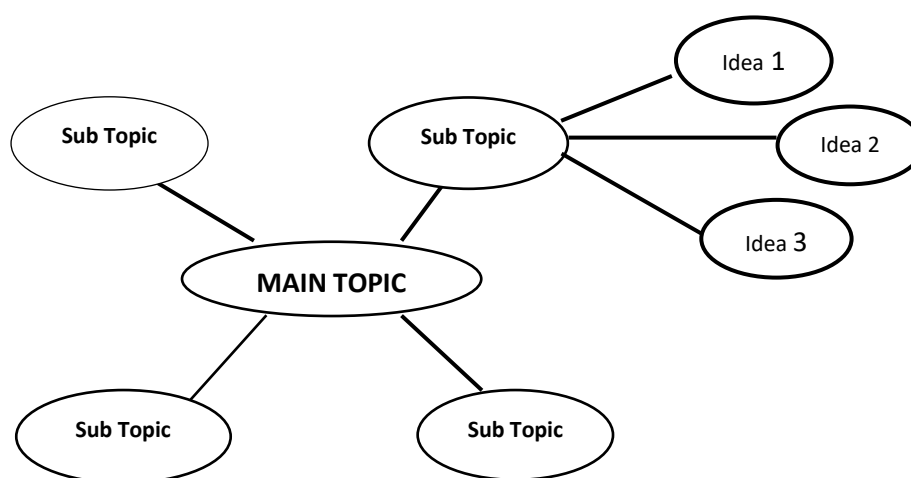
Example of application Clustering Technique

METHOD

In conducting the research, the writer used Classroom Action Research. Burns (2010: 2) stated that Classroom Action Research involves taking a self-reflection, critical and systematic approach to exploring your own teaching context. It means that Classroom Action Research is used to improve teachers' performance in teaching through self-reflection, critical and systematic approach, therefore the students' learning outcome will be improved. In this research, the subject of the research was the tenth grade of SMA Negeri 8 Bandar Lampung in the academic year of 2021/2022. The total number of the subject was 32 students. The test that used in this research was writing test. Writing test was a test where questions and answers are given to students in written form. In conducting this research, the writer gave topic and asked the students to make a composition text which consist of at least 150 words accordance on the topic given.

RESULTS AND DISCUSSION

According to the previous explanation, it could be concluded that the action of teaching students by implementing Clustering Technique in writing can improve students' learning activity and students' writing ability.

During the teaching and learning process, most the students were enthusiastic, more active and confidents in learning writing by using clustering technique. The students took an attention in listening teacher's explanation about clustering technique and they were interested in answering the question asked by the teacher. Besides that, the students also were enthusiastic in doing the test given both individually and in group. They became active in asking the questions about the material given and they were able in finding others learning resources. It could be proved by the result observation in the class that the most of the students felt interest, enjoyable and excited in teaching and learning process. It can be seen from the comparison of mean score of students' learning activities among the mean score of cycle 1 and cycle 2. In cycle 1 the result was 216.3 in average 6.75 with criteria less active meanwhile in cycle 2 the result was 251.8 in average 7.86 with criteria active. It can be concluded that implementing Clustering Technique can improve students' learning activity.

The implementation of Clustering Technique to improve students' achievement in learning English especially in writing. It can be proved by comprising the result both the cycle. In the first cycle, the students who passed the minimum criterion (KKM) of 75 was 17 students while in cycle 2, the students who passed the minimum criterion was 27 students. Furthermore, during the teaching and learning process at the classroom, the means score was 70.59 in cycle 1 while in the cycle 2 was 79.87. The percentages of students who passed the KKM in cycle 1 was 53.12% while it improved in cycle 2 was 84.37%.

DISCUSSION

Based on the data from observation sheet, field note and writing test, the writer found an improvement in the learning process especially in learning writing by implementing Clustering Technique. Clustering Technique was the technique that could help the students in their writing.

Based on the preliminary research at SMAN 8 Bandar Lampung. The writer found that the students felt some difficulties in English subject, especially

in writing skill. The got difficulty in finding the ideas for their content in writing. They had difficulties in organize the ideas into readable text. The third relate to their vocabulary. They were confused in using appropriate vocabulary in their writing. Then also they got confusing in using correct grammar. Last related to the teaching technique in the class, the students were not taught with various technique. From this case, an interesting technique might be a solution in solving those problem above in order to improve students writing ability. The writer used Clustering Technique as a technique to achieve an improvement on students' writing ability.

In the first cycle, most of the students faced difficulties in making content. They were also confused in generating their ideas for their content. The students also had lack ability in vocabulary memorizing. Sometimes they asked about the words that they wanted to write and asked permission to open the dictionary. In other hand, they were confused in using correct grammar. Most of them wrote the text with inappropriate tenses. Also the students could not write in organize structure, sometimes they put irrelevant ideas and make their text were not coherent. The last, the students did not pay attention on mechanics. Most of them wrote with inappropriate punctuation. In doing classroom activity, the students became passive participant and they looked busy with their friend. They had less attention on writer's explanation about the material lesson. Also in doing the assignment, they sometimes had a cheating with their friends.

In the cycle 2, every aspect was better than previous cycle. The students were able in choosing the good content, they also could make the text with organize structure. The students' vocabulary also were better. Most of them had written the text with various vocabularies. Then, Most student also understand to use correct grammar in their writing. The students had aware in using good punctuation. In doing classroom activity. Most of the students became more active, confident, and enjoy during the class. They became brave in answering the writer's questions and more enthusiastic in joining the class. In addition, in doing the assignment, the students became discipline to not cheating with their friend. It

was proved by the mean score of the students' learning activities in cycle 1 and cycle 2. It showed the mean score was 6,75 for the result of students' learning activities in cycle 1 while it showed the mean score was 7,86 for the result of students' learning activities in cycle 2. It could be concluded that the students' learning activities increased.

Implementing Clustering Technique gave positive result for students' learning activities. Applying this technique ease the students in creating the text. In creating the text, we need ideas to share on the text. It was supported by Zadina and Hatler (2003: 13) stated that clustering was an excellent tool for generating ideas. It can be concluded that Clustering technique enable the students to generate and stimuli idea to start writing. It was the technique that allow the students in exploring and determining the relationship among ideas. In addition, Clustering Technique was a technique that guide students to think creatively in using this technique. It was supported by Kalandadze (2007: 6) who stated that Clustering was a technique used to see a visual map of our ideas and able to make us think creatively in making a new association. Using this technique would make the student became more active and interest in writing, because this technique guide the students to draw their ideas that related each other. In generating their ideas, the students could use arrows, line, boxes, they could choose freely as they wanted. So, it would not make them bored during the learning activities. This statement was supported by Langan (2005) in Hendrawati and Ambarwati (2017: 355) who stated that in clustering we can use lines, boxes, arrows, and circle to implement the clustering to show the ideas and details that are exits in our mind.

The result of students' score in writing test showed that the implementation of Clustering Technique could improve writing ability. It could be concluded by analyzing the students' score before doing the action research and students mean score of each cycle. In the preliminary test, the mean score of the test was 55.75. In cycle 1, the mean score of the test was 70.59, while in cycle 2, the mean score of the test was79.93. Additionally, the percentage of the students

who passed the KKM in preliminary test was 25%, in cycle 1 was 53.12%, and meanwhile in cycle 2 was 84.37%.

Based on the explanation above, the writer concluded that the implementation of Clustering Technique in teaching writing made a good positive result both in students and teachers interaction during the lesson and could improve students' writing ability at the tenth grade of SMAN 8 Bandar Lampung.

CONCLUSION

Clustering technique is one of technique that could help the students to get easier in getting and organizing the ideas. After applying Clustering Technique to at the tenth grade students of SMAN 8 Bandar Lampung in the academic year of 2021/2022, the writer summarized that Clustering Technique improved the students' learning activity. The mean score of students' learning activities among the mean score of cycle 1 and cycle 2 increased. In cycle 1 the result was 216.3 in average 6.75 with criteria less active, meanwhile in cycle 2 the result was 251.8 in average 7.86 with criteria good. It can be concluded that implementing Clustering Technique improved students' learning activity.

Additionally, Clustering technique increased students' writing ability significantly from the cycle 1 to the cycle 2 and increased the students' learning activity. The difference between the results were obviously great. It can defined in the pre-test 25% of students who had passed the KKM. While in the result of cycle 1 was 46.87% student who passed the KKM, then the result of cycle 2 was 84.37% for students who passed the KKM. It mean that there was significant improvement of the students' writing ability by implementing Clustering Technique in teaching and learning writing. Then, the result of cycle 2 had already achieved the indicator of success that was more than 80% students fulfill the KKM. It was clear that Clustering Technique could be applied in order to improve the students' writing ability. It can be concluded that implementing Clustering

Technique can improve students' learning activity. It could be defined that Clustering technique increased students' writing ability.

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