



Investigating Clustering Technique on Students' Writing Skill in Narrative Text

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Abstract— The purpose of this study was to explain the effect of clustering technique toward students' writing skill of narrative text. This study used a quasi-experimental design with *post-test only control group design*. The population of this study was all students of tenth graders at SMA Tulus Bhakti Bekasi, with the amount of the students were 132 students. The samples of this research were taken by cluster random sampling consisting of 60 students. The students were divided into two classes, 30 experimental class (X IPS 1) and 30 other students in the control class (X IPS 2). The instrument used to collect data was learning achievement test in form of subjective test. The statistic method used to analyze the data was One-Way ANOVA using SPSS through the testing of Null Hypothesis. The result of ANOVA showed that value of sig (significance) is lower than 0.05 ($0.000 < 0.05$) or F_{observed} with df (1/58) is higher than F_{table} ($28.185 > 4.01$). Accordingly, the Null Hypothesis (H_0), stating that there is *no effect of clustering technique on grade ten students' writing skill of narrative text at SMA Tulus Bhakti*, was rejected and the Alternative Hypothesis (H_a), stating that there is *significant effect of clustering technique on grade ten students' writing skill of narrative text at SMA Tulus Bhakti*, was accepted. Based on the analysis of the data, the research has empirically proved that there is an effect of clustering technique on grade ten students' writing skill of narrative text at SMA Tulus Bhakti Bekasi.

Keywords— Clustering techniques; quasi experimental method; writing skill

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I. INTRODUCTION

In this global era, English as common language which used in every sector especially in education. Furthermore, it has positive value in part of humans' life such as in business, social activity especially in education section which the students require it for their English knowledge and it is become compulsory subject. In Indonesia, English language turns out as foreign language which becomes a significant subject in every school start from elementary school, junior high school, senior high school, up to college level. It can assist the student in comprehending parts of English language from young learner. However, in processing learning English, many students found difficulties as according to Rany et al. (2013) learning English language has many problems from many factors such as different condition, sources of school, human resources and other factor. Besides that, the students must master the four skills which are reading, listening, speaking and writing.

Writing is one of productive skill which presupposed difficult skill to be learned by the students. It is one line with

Nugroho & Rahmawati (2020) argued that the students feel that the most difficult English from four skill is writing because it should convey the ideas. Besides, English as compulsory object in the school which become the students should be mastered especially writing skill. Unfortunately, the students have lack of vocabularies that has important aspect on writing, not only lacking vocabularies but also low of grammatical knowledge so that, they are always afraid to write in English correctly (Moses & Mohamad, 2019).

There are many techniques to enhance students writing skill and one of them is clustering technique. According to Fitri (2018), clustering is one of techniques which conducted in prewriting steps. It involves writing phrases and words. So, it is assumed that in writing process, students are more motivated in using words. Furthermore, it gives an appropriate way to practice writing skill through brainstorming. Relating with the above problem, this research attempts to know the effectiveness of clustering technique and significant effect.

II. REVIEW OF RELATED THEORIES

Writing skill

According to Hyland (2003), writing is one of activities which can be shared of personal tough to design their own ideas. It means, activity of writing is the process delivering ideas trough written as delivering message to other people. It's one line with Fareed & Bilal (2016) who said that writing is a process of cognitive which exam memories and thinking and express some ideas of text that need comprehending the aim of writing. It means that writing skill is creating some ideas by pay attention the grammatical structure and comprehend. As Meyers (2005) writing is one of action to deliver many ideas trough on paper. Moreover, process of writing in teaching learning process should be follow the stages such as planning, drafting, revising. Furthermore, it's very essential in teaching writing skill in the classroom trough giving some ideas inti paragraph.

Clustering Technique

Clustering is a kind of manner that can be applied in pre-writing stage. This technique was firstly developed by Dr. Gabrielle Rico in 1983 and adapted by Hendry in 1985 and 1986. This is one of manners which is suitable to the writers before begin to write. Furthermore, the clustering thecnique could be mentioned by design mind Rico, G. (2000). It is one line with Sinaga (2017) who stated that clustering technique designs activity and mind participant trough processing of writing which become group together. It means that cluster technique provides important technique to enhance writing skill which become easy and this technique has well function to range the paragraph which able student's exploration on their creativities and ideas (Fitri, 2018).

Narrative Text

Purba, R (2018) stated that a narrative describes something that happened, often in words and using the language of the time period (a story). The plot is not the story itself, but the manner in which the story is told, or the narrative found in the story. A story is a narrative built in a constructive format that describes a fictional sequence of events which either occurred or could possibly have occurred (written, spoken, poetry, and so forth).

Narrative text is a type of text that consists of problems and remedies, often aimed at giving readers a moral lesson (Pardyono, 2007). The most general narrative of writing is that the writer has no purpose in writing. Based on what happened beforehand, narrative places serve to show what happened. One of the least read, and most misunderstood of all genres is the narrative genre. There is a belief that people are more likely to enjoy writing creative pieces because they naturally come to enjoy storytelling. There is no focused narrative; for example, there is no one main purpose of the story. Beyond its primary use as a source of enjoyment, narrative additionally plays an important social role. The narrative is significantly influential in changing attitudes and social views.

The steps of Using Clustering technique

Axelrod, et.al (1985), stated that clustering Any type of writing may provide valuable feedback. Writers use it to organize data and to identify subtopics in the early stages of preparing an essay. In determining a best candidate, they will discard several best alternatives. These are the steps processed in order to cluster works.

- 1) At the centre of a piece of paper, define your subject, with a circle around it.
- 2) Describe the key sections or core ideas of your paper in a sentence. Refer to the table and the subjects mentioned in the middle are circled.
- 3) The next step is to generate information related to the parts of the topic that are currently under scrutiny. These are arranged around the main sections.



Fig. 1 A sample of Clustering Technique

III. METHOD

This research was quantitative which used Quasi-Experimental method through post-test only control group design.

The procedure of data collection was begun by taking a piece of paper and beginning at the tip, a general subject will appear. Then, fly around the world. Remember that There is no right or incorrect route, to group symptoms and causes. All these steps for teaching narrative writing using clustering techniques are given below.

- Step 1 : Teacher introduces the nature of narrative text.
- Step 2 : Discussions on clustering techniques for data visualization.
- Step 3 : Teacher gives the students the subject to discuss and lead students to generate ideas on the whiteboard as a model in type clustering technique. As long as they relate to the subject offered, they are allowed to organize any ideas they might have.
- Step 4 : Ask students to write the first draft based on the design of samples of clustering technique they build on the white board that shows when they started, they know how to write.
- Step 5 : Lastly, after students get proficient at it, ask them to make a cluster on their own. They are skilled in developing their own narrative.

Table I
Post-Test Only Control Group Design

Group	Treatment	Test
Experiment	X	T
Control	-	T

X = Group of experiment applied by clustering technique
 - = Group of control without applied by clustering technique
 T = Conducted by the same test

The population of this research was 132 grade ten Social programme of senior high school students in Tulus Bhakti Bekasi. To determine sample of this research was 30 in each group between control and experimental class through cluster random sampling technique. Procedure of this research there were three phases that planning, collect the data, analysis the data and reporting. To collect the data of this research through variables of indicator instrument to out the validity, reliability, discrimination power from the instrument and analyse applied to One Way ANOVA by statistic formulation of SPSS distribute to hypothesis.

IV. RESULTS AND DISCUSSION

1. Result

The data were analysed by programme of SPSS which shown the result of the research consist of statistic of descriptive experiment and control class, normality test, homogeneity and ANOVA. It could be seen below:

Table II Descriptive statistic

	controlclass	experimentclass
N Valid	30	30
Missing	0	0
Mean	76.33	83.03
Std. Error of Mean	1.085	.644
Median	77.00	82.00
Mode	79	81*
Std. Deviation	5.944	3.528
Variance	35.333	12.447
Skewness	-.872	.586
Std. Error of Skewness	.427	.427
Range	30	14
Minimum	60	77
Maximum	90	91
Sum	2290	2491

Related with the result of description above, both of control and experiment class of students writing skill, it can be seen that the score of control class which was not clustering technique was in a range score of 30, while the higher score based on descriptive of control class was 90 and the lowest score was 60. So, it can be seen the mean score were 76.33 by sample 30 students.

While score of experimental class, range based on descriptive result was 14 and the highest score was 91, while the lowest score result was 77. Therefore, it can be sum up that score of mean based on the descriptive experimental class was 83.03 from the total of sample 30 students.

Table III. Test of Normality

	controlclass	experimentclass	
N	30	30	
Normal Parameters ^a	Mean	76.33	83.03
	Std. Deviation	5.944	3.528
Most Extreme Differences	Absolute	.154	.149
	Positive	.137	.149
	Negative	-.154	-.082
Kolmogorov-Smirnov Z	.844	.814	
Asymp. Sig. (2-tailed)	.474	.522	

Significant of normality test based on the table above shown value of experimental class were 0.522 mean higher than (>) 0.05 Ho is accepted and HA is rejected. While significant of control class were 0.474 means higher than (>) 0.05 Ho is accepted and HA is rejected.

Table. IV Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.945	1	58	.091

Based on table of test of Homogeneity, significance value 0.091 is higher than (>) 0.05, Ho is accepted, and HA is rejected. It means that the data from samples come from homogeneous population.

Table V. ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	673.350	1	673.350	28.185	.000
Within Groups	1385.633	58	23.890		
Total	2058.983	59			

The result of ANOVA which investigate whether or not the significant effect of clustering technique on students writing skill by F observed with Ftable. Sig. 0.000 is lower than (<) 0.05 and Fobserved 28.185 is higher than (>) Ftable 4.01, Ho is rejected, and HA is accepted. It means from the result shown that applying cluster technique on writing skill given significant effect on students writing skill of narrative text.

2. Discussion

This part relates with the research question of this research which investigate significant applying cluster technique on student writing skill in narrative text. Based on the result, the cluster technique has given a significant effect on students' writing skill. As according to Sofeny (2019) mention that used clustering technique become easy for students in developing some paragraph in writing skill on narrative text. It means the students more extensive writing the ideas in their text that was improvement in learning English. Furthermore, Sari & Wahyuni (2018) mentioned that from their result research practicing clustering technique, the students are more critically in writing skill. It improves the students' knowledge and their opinion in writing especially in narrative text. Regarding practicing clustering technique on students writing skill known building of teamwork to develop some ideas before beginning write the paragraph.

On the other hand, Mangga et al. (2020) said that using of clustering method were capable arrange words that would

be arranged into an essay using word groupings. Therefore, it easier for students to improve their understanding of their learning about writing narrative essays and able to see and make connections between ideas. In previous research conducted by Pangaribuan & Manik, (2017) the result shown clustering well known by diagramming which is give in helping the students think visually. The diagram can trough lines, arrows, circles that related between the ideas in detail. Moreover, mentioned by Asra, (2017) the technique of cluster is one of the manners to teach English language that skill of writing for improving some ideas. Therefore, the students feel interested, and motivated in the treatment and feel easy to narrow a subject.

According to Eramona & Al Hafizh, (2013) explain that the useful clustering technique implemented to student writing skill produce their ideas in writing paragraph. Furthermore, this technique assists the student in writing skill become systematically in improving paragraph and enhance their motivation in writing. Therefore, it's easy to be implemented by some a teacher in teaching learning process without applied a many teaching media which this method could be practiced manually with ask to the students as a model. Therefore, it could be sum up that technique of clustering provide significant effect to students writing skill which give them more critical in write ideas of each paragraph. They can improve their idea more creatively to express their ideas.

V. CONCLUSION

Clustering technique has effect particularly in helping students generating ideas, improving their writing fluency, and building their writing skill. Furthermore, clustering technique becomes easy for students in developing some paragraphs in writing skill on narrative text. It means that the students are more extensive writing their ideas in the text that shows their learning English improvemnet. Clustering is well known by diagramming which helps the students thinking visually and it has many advantages were this technique assists the student in writing skill become systematically in improving paragraph and enhance their motivation in writing. Therefore, it's easy to be implemented by some a teacher in teaching learning process without applied a many teaching media which this method could be practiced manually with ask to the students as a model. So, it can be sump up that, clustering technique give significant impact on student writing skill which give them more critical in write ideas of each paragraph. They can improve their idea more creatively to express their ideas.

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