

Enhancing Students' Writing Skill By Using Clustering Technique

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Abstract

This research focuses to know the improvement of the students' skill in writing recount text especially based on the three aspects; vocabulary, grammar and mechanics. Designed as classroom action research, this research used second semester students as the sample. After the implementation of this technique, the students' score was improved in each aspect. They also motivated when they were asking to write recount text based on the clustering that had made by them individually. The other strengths of this technique were that the students more enjoyed the processes of teaching and learning which made the classroom atmosphere became more alive, active and orderly. This technique is interesting and easy to be implemented in the teaching and learning processes. In this technique, the students are excited and enjoy every activity in the class; they bring their all ability to find ideas, materials, and data to support their work in writing skill; they are eager to exchange their ideas when they do drafting; and they are more careful to write the text based on its, grammar, vocabulary, and mechanic in order to construct a good writing text.

Keywords: teachers' effort, students' difficulties, writing skill

1. Introduction

Writing is a process of transforming thoughts, ideas, and feelings into written form. Hyland (2003) supported that writing is a way of sharing of personal meanings and emphasizes the power of the individual to construct their views on a topic. It means that writing is one of the important skills that must be learned. Writing will make students learn any aspects of language such as grammatical aspect and language used. In shorts, writing is a good way to develop students' English ability.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Brown (2001), writing is a transaction with words whereby you free from what you presently think, feel, and perceive. Hyland (2003) stated that writing is a way of sharing personal meanings and emphasizes the power of the individual to construct their views on a topic. It means that writing is one of the most important skills that must be learned. By learning writing, we will be able to learn other aspects of language such as

grammar and language used. Writing is how a produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Brown (2001), writing is a transaction with words whereby you free from what you presently think, feel, and perceive.

Writing are specific abilities which help students or researchers put their thought into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing. Some problems can influence students' writing skill including lack of vocabulary, difficulty in organizing to write about something, less motivation to write, and lack of confidence in grammar.

Those are the problems that mostly faced by students in writing. As a lecturer, it is important to help the students when they get a problem. When a teacher can play their role, the students will be helped in their writing. The improvement of students' ability in writing skill can be seen by looking at the differences in raising the students' ability in those factors.

In English writing skills, there are various ways to organize the sentences in a piece of writing. One of them is recount text. Recount text is the form of text that aims at retelling events to inform or entertain such as, narrative, descriptive, recount, report, and procedure text. In this research, the researcher chooses recount text as a research object. According to Anderson & Anderson (1997), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. In addition, recount text is a text that retells the past event that provides a description and when it occurred with a sequence of events. (Cristie and Derewianka (2008); Gibbons (2009)).

Based on these problems, the researcher tries to seek for an interesting technique to improve the student's skill in writing recount text. One of the techniques used for teaching writing is the clustering technique. This technique is one technique that is used in the pre-writing stage of writing which may boost and stimulate students' ideas before they start to write. In the next stage of the writing process, the students use the clustering they made. But some of them might have difficulties when making the clustering. To solve the problem, the researchers needed to conduct a research. They choose classroom action research because this research could be used to help the students improve their ability in the learning process. Besides, the teacher might make some improvement continuously when conducting the research.

Dietsch in Triza et al. (2016) asserts that clustering is "uncensored brainstorming combined with doodling, clustering produces an overview of the subject, suggests specific topics, yield-related details". This indicates that the clustering technique is useful to help students to produce the related details of the topic to make students easy to write. Furthermore, Buscemi in Triza et al (2016) defines that clustering is "a good way to turn a board subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping or diagramming". He also states that "it is another effective way to gather information for an essay". It means that the clustering technique could make easy for students to gather the information to make an essay. How to use clustering is very important to know so that it can be used well.

According to Royan (2004), to make clustering, a topic should be written by drawing a balloon around the topic. This is the centre or core balloon. Then writing whatever ideas come

into mind in a balloon around in the core. More cluster associated with the activities aimed at a group of people. This technique is associated with determining the place and time to achieve a goal that is beneficial to divide and set targets. Cluster is a technique that is made by the data analysis shaping; sorting overspecializes in specific target based group, type.

2. Method

This research was conducted through Classroom Action Research. It aimed to find the impact of the clustering technique impact on the students' ability in writing recount text at English Language Education Study Program of STKIP Persada Khatulistiwa in the academic year 2018/2019.

2.1 Participants

The populations of this study were the second-semester students at English Language Education Study Program in the Academic Year 2018/2019. This class is selected since they looked have difficulty in writing during the pre-observation in the writing class which had conducted by the researchers.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

The instrument for data collecting which was used by the researchers was a test. When the test, the researchers asked the students to write a recount text and the students' writing product then would be analyzed through analytical scoring rubric adapted from Triza et al. (2016) including the vocabulary, grammar and mechanic. The criteria can be seen as follow:

Table 1. Scoring rubric for writing test

Components of Writing	Scores	Indicators
Vocabulary (V)	4	A few errors in word choices
	3	Some errors in word choices
	2	Occasional errors in word choices
	1	Frequent errors in word choices
Grammar (G)	4	A few grammatical errors
	3	Occasional grammatical errors
	2	Many grammatical errors
	1	Frequent grammatical errors
Mechanics (M)	4	A few errors in spelling an punctuation
	3	Some errors in spelling and punctuation
	2	Occasional errors in spelling and punctuation
	1	Frequent errors in spelling and punctuation

Formula: Score = $\frac{V+G+M}{12} \times 100$

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In addition, to know the rank of students' writing, the researcher uses the writing rank adapted from Triza et al. (2016) as shown in the following **Table**.

Table 2.rating qualities of students' writing test

Score	Rating Qualities
81-100	Very good
66-80	Good
56-65	Average
41-55	Poor
0-40	Very poor

2.2.2 Techniques for Collecting Data

The data were collected by the researchers at the end of each cycle. It was conducted from April 11th to May 9th at English Language Education Study Program of STKIP Persada Khatulistiwa. The first cycle was conducted on April 11th; in the first cycle, the researcher taught the students about the way to make clustering technique. Then, the students were asked to make their own clustering about their experience in campus, after that the students continue to write a recount text based on clustering has been written. The students' writing product then analyzed by the researcher through analytical scoring rubric above. Based on the results of the students' score and reflection in the first cycle, then it was decided to take the students' writing product' score in the second test. The second test was taken after the second cycle learning activity. In the second cycle which was conducted on May 9th, the students were discussed about their unforgettable experience, firstly they made a clustering based on the topic then continued to write the recount text. These were aimed to know the students improvement in writing recount text through the implementation of clustering technique.

2.3 Data Analysis

To analyse the data, the researchers used descriptive qualitative. This technique aimed to find out the improvement of the students' achievement. The researchers analysed the students test results though analytical scoring rubric. The data were coding based on the criteria of scoring rubric, then the researchers describe the data for each aspect of writing, after the data has classified and analysed, then the researchers make a conclusion of the data results analysis. From the data analysis results, it was found that the students' ability in writing recount do improved after the implementation of clustering technique.

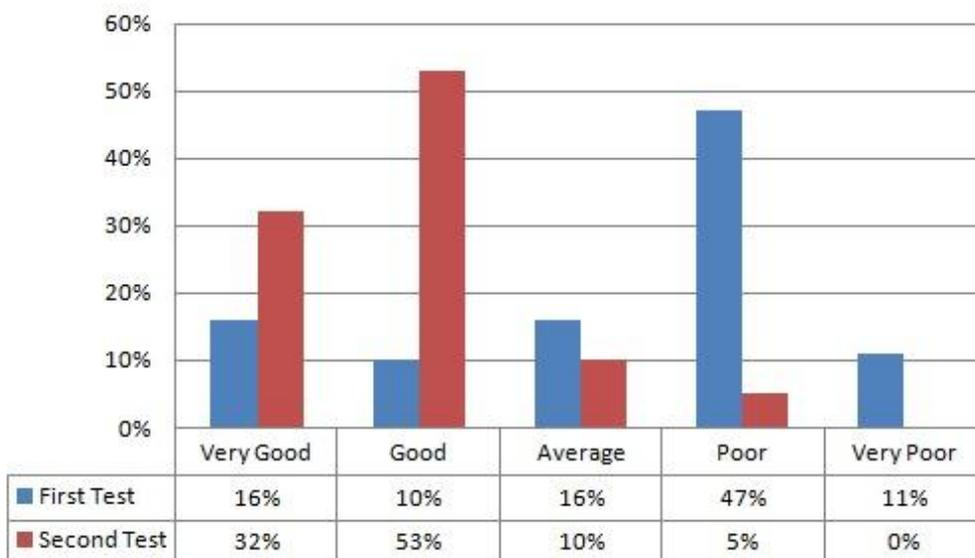
3. Findings

3.1 Results from the Observation

Action research is carried out through planning the lesson, observing, and reflecting on the learning of writing skill by using clustering technique. There were two cycles total for doing the action research. This can be seen from the observers' notes: (1) students are excited in writing skill and enjoy every activity in the class; (2) students bring their all ability to find

ideas, materials, and data to support their work in writing skill, (3) students are eager to exchange their ideas when they do drafting; (4) students are more careful to write the text based on its grammar, vocabulary, and mechanic in order to construct a good writing text.

Besides getting information from the observation, the data of students' improvement in writing skill is obtained from the result of the evaluation test. It is shown in the following graphic:



Graphic 1. The Result of Evaluation

3.2 Results from Test of Writing Recount Text

The results of the students' writing test were taken by using the scoring rubric that has three aspects of writing, they were: vocabulary, grammar and mechanics. Each aspect has the maximum score 4 and the minimum score 1. Related to the results of the students' writing test, it was found that the students' writing skill has improved in each test. The students' score for the 1st test in writing recount text can be seen in figure 1.

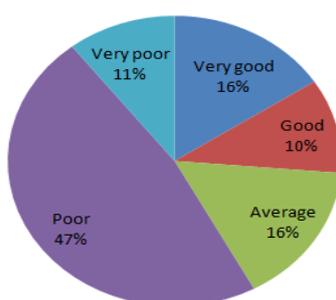


Figure 1. The Students' Rating Qualities in the First Test

From the figure above it can be seen that the number of the students who get score in the Very Poor criteria was 11% (2 students), there were 47% (9 students) got to score in the Poor criteria, and in there were 16% or 3 students have gotten score in the Average criteria. While in the Good criteria there were 10% (2 students) and the last was for Very Good criteria there were 16% or 3 students. From the results of the first test, it can be seen the number of students who got the score in the criteria Good and Very Good was only 26% or 5 students.

Based on the results, the researchers decided to continue the research to the next cycle by revising the treatments that are needed to improve the students' skill in writing recount text through them implementation of clustering technique. After the second cycle was conducted, the students were given a writing test to check the improvement of the students' skill in writing recount text. The results of the second test can be seen in figure 2.

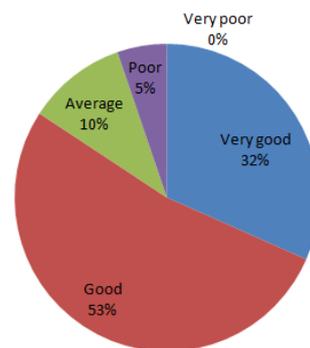


Figure 2. The Students' Rating Qualities in the Second Test

Related to the above figure we can see that there was an improvement in on the students' skill in writing recount text. The results of the second test showed that the students' score has increased significantly in two criteria; Good and Very Good. No student got the score in Very Poor criteria, it was increased than the previous test which showed that 2 students got the score in that criteria. The percentage of the students who got the score in the poor criteria has decreased from 47% (9 students) in the first test became only 5% (1 student) in the second test. The number of students who got the score in the Average criteria was also decreased from 16% become 10%, there was one student who was increased in that criteria. In the Good criteria, the numbers of the students increased significantly, there were 53% (10 students) have gotten the score in that criteria, it was only 10% (2 students) in the first test. And the last was the percentage of the students who got the score in the Very Good criteria were 32%, it increased 16% from the previous test. Thus, the final results of the test showed that the implementation of the clustering technique to enhance the students' skill in writing recount text was a success.

4. Discussion

From the three aspects of writing, grammar had the highest increase, while the lowest increase was in the vocabulary. The purpose of a recount is to reconstruct experiences by retelling in original sequences. The other purpose of recount text is to tell or amuse the reader or audience (Hyland, 2003: 20). It is in line with Wardiman, et al. in Hendrawaty (2017) that the social function of recount text is to give readers a description of what occurred. Principally, by implementing this technique, students were taught the technique to make clustering. Then, the students were asked to write a recount text based on the clustering they had made. From this research, the clustering technique had brought a positive effect on the students' skill in writing recount text. Their vocabulary, grammar and mechanics have

improved after the implementation of this technique. In addition, the results of this research are reinforced by the previous study that was conducted by Adriati (2013) and Asvio (2016) who also found that clustering technique gave a significant effect on the students' writing skill.

The students' ability in writing recount do improved after the clustering technique implementation in two cycles. They were able to make a good clustering in the pre-writing stage. It really helped them when they continue the activity to write the recount text based on the clustering they had made. The students' improvement can be seen from the students' achievement in the three aspects of writing; grammar is the aspect which has the highest increase, while the lowest increase in the vocabulary aspect. The purpose of a recount is to reconstruct experiences by retelling in original sequences. The other purpose of recount text is to tell or amuse the reader or audience (Hyland, 2003: 20). It is in line with Wardiman, et al. in Hendrawaty (2017) that the social function of recount text is to give readers a description of what occurred. Principally, by implementing this technique, students were taught the technique to make clustering. Then, the students were asked to write a recount text based on the clustering they had made. From this research, the clustering technique had brought a positive effect on the students' skill in writing recount text. Their vocabulary, grammar and mechanics have improved after the implementation of this technique. In addition, the results of this research are reinforced by the previous study that was conducted by Adriati (2013) and Asvio (2016) who also found that clustering technique gave a significant effect on the students' writing skill.

In this research, the focus was to know the improvement of the students' skill in writing recount text especially based on the three aspects as mentioned above. After the implementation of this technique, the students' score was improved in each aspect. They also motivated when they were asking to write recount text based on the clustering that had made by them individually. The other strengths of this technique were that the students more enjoyed the processes of teaching and learning which made the classroom atmosphere became more alive, active and orderly. This technique is interesting and easy to be implemented in the teaching and learning processes.

5. Conclusions

This technique is good than be used by the researcher, lecturer, teacher and students in the teaching and learning process, especially in writing recount text. In this technique, the students are excited and enjoy every activity in the class; they bring their all ability to find ideas, materials, and data to support their work in writing skill; they are eager to exchange their ideas when they do drafting; and they are more careful to write the text based on its, grammar, vocabulary, and mechanic in order to construct a good writing text. It means that by using clustering technique, the researcher and students achieved the goal in the teaching-learning process. It is recommended that the clustering technique should be extended for teaching-learning in different skills such as speaking, reading and listening if it is possible.

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