


THE EFFECTIVENESS OF CLUSTERING TECHNIQUE IN IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT AT SMA NEGERI 21 MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: May 10, 2022 Revised: May 15, 2022 Accepted: July 2, 2022 Published: December 15, 2022</p> <p>Keywords: Clustering Technique Writing Skill Narrative Text</p>	<p>This research aims to find out The Effectiveness of Clustering Technique in Improving Students' Writing Skill In Narrative Text. This research was conducted at SMA Negeri 21 Makassar. The design of this research is Pre-Experimental Design. The population of this study was the first-grade students in academic years 2020/2021 in SMAN 21 Makassar, which was selected by using cluster random sampling technique, while the sample of this study was 30 students. The instrument of this study was a test that used pre-test and post-test. The mean score of the pre-test in content 71,1 was lower than post-test 80,6. From the t-test, the study found that the value of t-test in generic structure pre-test 20,62 was fair than t-table 1.538, and the value of t-test in generic structure post-test 38,71 was greater than t-table 1.538. There was a difference between the students' writing before and after applying the clustering technique in the class. It shows that the Null Hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. The result of the data shows that writing in terms of the generic structure of narrative text through the clustering technique was a fairly effective method to improving students' writing skills in narrative text.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

In learning English four skills that ought to be down part by students are; speaking, listening, reading, and writing skills. Consistent with Jeremy Harmer, language skills are divided into 2, that are receptive and productive skills. Wherever Listening and Reading are recognized as receptive skills as a result of each of them are receiving the message. Whereas speaking and writing are recognized as productive skills as a result of each of them are concerned the language production. As Jeremy Harmer (Harmer, 1996) declared, writing is one of all the four skills that has forever shaped a part of the program within the teaching of English. Writing is tutored by listening, speaking, and reading. it's necessary as a result of it's some way to precise the language in writing. Thus, writing is critical to show, to form the scholars easier to precise their plan in writing.

Writing is one in each of the four skills that area unit terribly essential for learning a second language like English. According to (Ann Raimes, 1983) it states that writing is one in every capacity of the area unit needed by college students for a number of reasons. First, writing makes students study grammatical structure, language, and vocabulary. Second, writing makes students use the language they need to learn. Third, writing strengthens students in order to pinpoint their ideas of incorrect words and phrases. Students should therefore be concerned about writing.

In Indonesian high school info, writing is one of the nation's skills that high school students should have. It is enclosed in a national examination so that high school students should be prepared to write a number of text varieties, such as descriptive, narrative, recounting, and so on.

A few students, however, thought about writing a tough ability to be told. (Khoiriyah, 2014) says that it is usually difficult for writers to begin to express what they intend to do. Difficulties like finding a concept, developing a concept, selecting a vocabulary, and organizing a concept that has taken place jointly. Moreover, descriptive linguistics and, in combination, the use of mechanics of writing, such as the use of character, comma or punctuation, are also made more difficult.

Techniques for teaching writing in a foreign language are different. In implementing teaching writing techniques, the teacher should be creative in order to ensure that the learning process can be carried out in good sequences and that the students can also be attracted to follow the explanations given by the teacher. Using a technique, teachers can develop their materials to improve student's motivation to study writing. According to (Malouff, 2004) has stated that three strategies can be used to motivate students to learn writing. A technique can make the learning process attractive in the learning process. However, teachers need to find

out that there are so many techniques that can be used to teach writing. One of them is the clustering technique.

According to (Axelord, 1985) clustering is an associated invention activity that reveals potential relationships between facts and ideas. This method requires scholars to organize a quick note on the concepts that the unit area is relevant to the actual fact of the subject that can be written. The clustering technique gives students the freedom to rely on things that are related to the material or the subject they are discussing. In order to encourage new ideas, clustering provides a technique for linking ideas. I will decide whether or not the subtopics unit is very important and whether or not the ideas relate to others. This is used to spice up the narrative writing skills of students.

RESEARCH METHOD

The method in this research Pre-experimental design. It means the data produced by pre-test and post-test.

This research there are two variables that measured in research namely independent variable and dependent variable. The independent of this research is the use of clustering technique as a technique in writing narrative text. The population of this research are students' of SMA Negeri 21 Makassar. This school consist of sixth class and the total number of students is 210 students. But the researcher selected sample was taken 30 students from X.6 as a resepondent at the class who are selected and suitable with the creteria of this research.

In this research, the researcher was collection data using a Pre-test and Post-test as the instrument to get the information. The pre-test and posy-test use to find out whether or not clustering technique improve students writing skill in the narrative text. The students have to answer writing test. Before students start to writing test and using clustering technique in the class, the researcher was provide directions what is clustering technique and all about narrative text. There were 30 writing test that the students were answers. After collecting the data, the researchers was classifly and analyze them.

RESULT AND DISCUSSION

This research was conducted at first grade students at SMA Negeri 21 Makassar. The purpose of this research was to know the effectiveness of clustering technique in improving students writing skill, especially in narrative text.

The result found that most of students have a positive respons, the students' feel this technique is something they have just used in learning English which makes it easier for them to make a paragraph using only one subject in the form of a cluster. They make this technique as a game in learning and it makes them not feel bored when learning English. They say that this clustering technique is more effective than having to read a passage which makes them

easily get bored when reading and then make another paragraph, most students nowadays are very lazy to read the text first and then make a paragraph, so with this technique it is easier for them to hone their writing skills by relying on one subject with matters related to the subject and then they conclude and make the writing.

Based on the findings, the result of the students' score which cover students' score classification, the mean score and standard deviation of pre-test and post-test and hypothesis testing.:

Table 1 The classification of Students score Writing in generic structure of Narrative Text.

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	9	30%
2.	Very Good	80-89	5	20%
3.	Good	70-79	1	5%
4.	Fair	60-69	1	5%
5.	Poor	50-59	14	50%
Total			30	100%

While, the rate percentage of score pre-experimental class of Generic Structure in Narrative Text from 36 students as table 4.1 shows that there are students got excellent score. There were 9 (30%) students got excellent score, 5 (20%) students got very good students, 1 (5%) students got good score, 1 (5%) students got fair score, and 14 (50%) students acquired poor score.

Table 2 The Mean Score and Standard Deviation of pre-test and post-test in term of generic structure of narrative text.

Components	Pre-Test		Post-Test	
	Mean Score	Standard deviation	Mean Score	Standard Deviation
Generic StructureOf	71.1	20.62	80.6	38.71

Narrative				
Text				

Table 4.2 Show that the mean score of content in pre-test was 71.1 and standard deviation of content in pre-test was 20.62, while the mean score of content in post-test was 80.6 and the standard deviation of post-test in content was 7.50.

Table 3 The Calculating T-Test of students' Improvement

Component	t-test value	t-table value
Generic Structure Pre-Test	13.77	1.538
Generic Structure Post-Test	17.29	1.538

Table 3 shows that the t-test value of Generic Structure Pre-test was higher than t-table value that was ($13.77 > 1.538$), the t-test value of Generic Structure Post-test was higher than t-table value that was ($17.29 > 1.538$). It means that there was a significance difference between the students' writing in Generic Structure before and after applied the clustering technique in the class. From the statement above shows that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted.

Based on the statement above, the writer conclude that there was a significant difference between the result of the students' pre-test and post-test achievement after given treatment through clustering technique. Thus, teaching writing in terms of Generic Structure of Narrative Text through clustering technique was fairly effective method in improving the students' writing skill at the first grade students' at SMA Negeri 21 Makassar.

CONCLUSION

Based on the discussion in the previous findings, the researcher concluded that learning Narrative Text in class during the learning process using Clustering Technique on ten grade students at SMA Negeri 21 Makassar was fairly effective to improve students' writing skill in term of generic structure of narrative text. It was supported by the mean score of students on pre-test in content was 71,1. This was categorized as good and after post-test was 80,6 become fairly. This the clustering technique method makes it easier for students to improve their writing skills in English learning, especially in narrative text learning, they can easily make narrative text paragraphs by paying attention to the generic structure with the help

of the main word in the story text. So, this method can give a good influence and is still effective enough to be carried out for the development of students in learning Narrative Text, especially in writing skill.

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