

The Effectiveness of Clustering Technique on Students' Writing Skill: A Study on Islamic Senior High School Students in Mandailing Natal, Indonesia

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ABSTRACT

This research is intended to investigate the Effectiveness of Clustering Technique on Students' Writing Skill: a Study on Islamic Senior High School Students' in Mandailing Natal, Indonesia. This research used quantitative research by using experimental method. The sample were X MIPA 1 as experimental group that consisted of 24 students and X MIPA 2 as control group that consisted of 24 students. The data were collected through pre-test and post-test in essay test form and analyzed by using Independent Sample T-test. The result of this research showed that the mean score of experimental group was higher than the mean score of control group. After doing t-test, the researcher found that $t_{count} > t_{table}$ ($6.98 > 2.012$). It means H_a is accepted and H_0 is rejected. It can be concluded that there was significant effect on students' writing skill in learning by using clustering technique on Islamic Senior High School Students in Mandailing Natal, Indonesia.

Keywords: *Clustering Technique, Writing Descriptive Text*

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INTRODUCTION

Writing is an activity to create or build some words, phrases, sentences, and paragraph become a nice writing. It is one of the language skill that should be mastered by students. Writing is a process that needs of describing a language to produce a message. It will be a way to get knowledge in daily life especially in educational life.

Writing is one of the basic skill that very important in school (Raimes, 1983). It is a skill that study in the first grade of education life. Harmer (2004:31), also states that it has always formed part of the syllabus in the teaching. It is learned in every age of educational although it is just about writing a few vocabularies. In Indonesia, writing has been learned in every level of school.

Writing is the most difficult language skills because both pronunciation and form are different. It is also complicated language skill to be learned. In the writing process, thinking skill is needed. Mastering vocabularies and tenses become the main key to get a good

writing. Students have to learn writing because writing is where the people think and it would be a way to up speaking.

Finally, writing is a way to create a text that build from words, phrases, or sentences. It can be a way to develop ability in using language tha contains grammar and also can add a lot of vocabularies.

Basically, there are four basic skills of English: listening, speaking, reading, and writing. But one of the important skill from four basic skills is writing. Being able to write is a vital skill for speakers as a foreign language as much as for everyone using their own first language (Harmer, 2004:3). In addition, writing is used for a wide variety of purposes it is produced in any differet forms. For instance, book, journal, article, letter, etc.

In this research, the writing is focused on writing descriptive text that have been done in Senior High School. Descriptive text is a text that has function to describe something such as thing, people, animal, etc. In writing descriptive text, there are a few grammatical patterns like specific noun, simple present tense and vocabulary.

Based on pre-research with teacher in MAN 5 Mandailing Natal, English teacher stated that students are confused how to start writing and do not know how to generate the ideas. Students also lack of vocabulary and lack of structure and grammar. Teachers have many ways to teach the students. In teaching, English teachers use technique such as Grammar Translation Method and Conventional Method. The teachers have tried to teach students especially in writing but students can not generate the ideas and confused how to start writing.

One way to motivate students in learning English, especially writing is using other technique. There are many techniques of writing, for example prompts, free writing, cluster, and outlining technique (Fitri, 2018). They can be a way to make students feel interested in writing lesson. In addition, the other researcher also found the technique to teach writing like estafet writing technique (Hutasuhut et al., 2021). The technique can enlarge students' writing skill.

In this research, the researcher chooses Clustering Technique to share with the students how to start writing and how to generate the ideas. Olson (1987), states that Clustering is a nonlinear brainstorming process that generates ideas, images, and feeling arround a stimulus word until a pattern become discernible. The technique of clustering gives you access to the patterns and associations of your Design mind. It means the pupils will play their mind and make the design. Clustering Technique cointains of a main topic as a center and related ideas as branches. According to Tarcher (2000), clustering is effective because it seems to be reflection of the way the Design mind naturally works that is, it cluster for patterns meaningful to it all the time as it scans its universe. The researcher relizes that this research is not a new research in this time. From reading research, the researcher found a few researches about clustering technique but different in the context. For example, the thesis by Irawati (2018), it is about the influence of clustering technique towards students' writing skill in recount text and also a thesis by Wahyuni (2016), that is about the influence of clustering technique towards students' exposition paragraph writing ability. Then, improving students' writing ability in report text through clustering technique (Lubis et al., 2017). They are different in the part of the text.

Based on explanation above, the researcher feels interested to conduct clustering technique to prove the theory whether clustering technique would have the significant effect to students' writing skill in writing descriptive text.

METHOD

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This research used quantitative research by using experimental method. The population was all of the students at X grade MAN 5 Mandailing Natal. The sample were X MIPA 1 as experimental group that consisted of 24 students and X MIPA 2 as control group that consisted of 24 students. It was taken with using purposive sampling. The data were collected through pre-test and post-test in essay test form and analyzed by using Independent Sample T-test.

FINDING

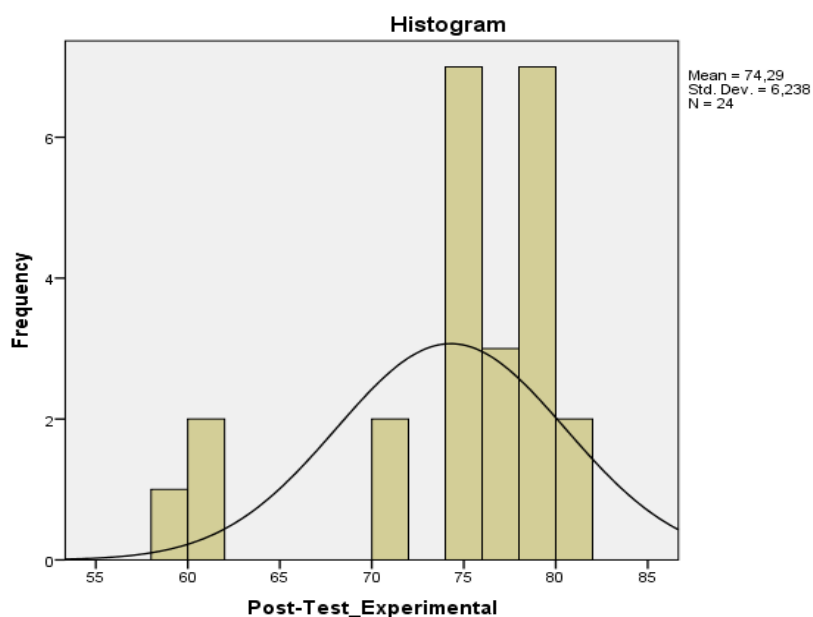
The Result of the Need Analysis

Based on students' answers on post-test both classes experimental group and control group, the researcher has calculated the students' score. The result both of them increased. The researcher found that maximum score in experimental group was higher then maximum score in control group. The scores were 80 and 70. The minimum score in experimental group was 59, meanwhile in control group was 40. To make easier in looking at the comporasion of the data, it can be seen in this table below.

The Comparison Data of Experimental group and Control Group in Post-test

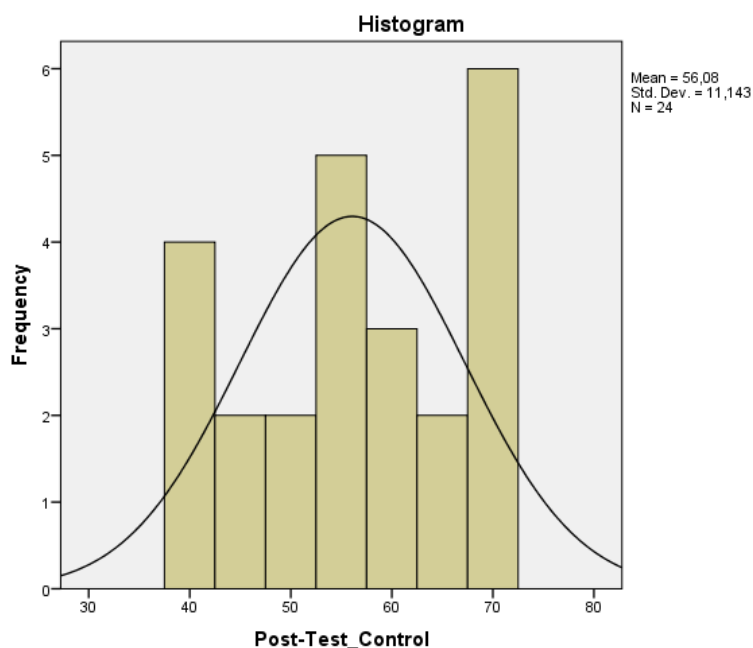
Descriptive	Experimental Group	Control Group
Sum	1.783	1.346
Maximum Score	80	70
Minimum Score	59	40
Mean	74.29	56.08
Median	75.70 ^a	55.75 ^a
Mode	75	70
Range	21	30
Standar Deviation	6.23	11.14

The sum of the score in experimental group also is higher then control group. The comparison of the score can be seen clearly and there is much different between the score. To get the data description of the two groups, the researcher would like to illustrate the data into histogram that could be seen below.



Data Description of Students' Writing Descriptive Text in Experimental Group (Post-test)

Based on the histogram above, mean score was 74.29, mode was 75, standard deviation was 6.238, minimum was 59 and maximum was 80.



Data Description of Students' Writing Descriptive Text in Control Group (Post-test)

Based on the histogram above, mean score was 56.08, mode was 70, standard deviation was 11.143, minimum was 40 and maximum was 70. The participants are 24 students.

The researcher also looked for the data normal or not and homogenous or not. After calculating the data in post test, the data was normal and homogenous. There are two criteria of hypothesis in this research. They are if $t_{\text{count}} > t_{\text{table}}$ H_a is accepted and if $t_{\text{count}} < t_{\text{table}}$ H_0 is accepted. The result showed that t_{count} is 6.98. After looking at t_{table} it is 2.012. It means $t_{\text{count}} > t_{\text{table}}$ ($6.985 > 2.012$) that means H_a is accepted and H_0 is rejected. It is “there is a significant effect of Clustering Technique on students’ writing skill at X grade MAN 5 Mandailing Natal.

DISCUSSION

The clustering technique has been discussed by Irawati. In her research, it concludes there is a significant influence of using clustering technique towards students’ ability in writing recount text (Irawati, 2018). It means the technique is useful for students. The same result also found by Tiara (2015), it concludes that there is significant effect of clustering technique in improving students writing recount text. Based on the result, it can be drawn that teaching writing recount text can be taught by using of clustering technique. She has the technique and can be used for improving students’ writing.

The next is from Anggitaningrum, et. al., (2021), that sum up clustering technique has effect particularly in helping students generating ideas, improving their writing fluency, and building their writing skill. From that, clustering technique gives significant impact on students writing skill in building paragraph for narrative text.

From the all the results that have been stated by all the researchers above, it is proved that the students score that taught by using clustering technique got better score. As in this research, the mean score of experimental group in post-test got higher than in control group ($74.29 > 56.08$).

After looking the students’ score in experimental group after using clustering technique in teaching writing descriptive text, this technique can help the students to enlarge their ideas in writing.

CONCLUSION

The students’ writing skill after learning by using clustering technique is 74.29. It can be categorized to good category. The result found that $t_{\text{count}} > t_{\text{table}}$ ($6.98 > 2.012$). It means H_a is accepted and H_0 is rejected. It means there is a significant effect on students’ writing skill at X grade MAN 5 Mandailing Natal.

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