THE EFFECT OF USING CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT FOR TENTH GRADE AT SMKN 13 BUNGO

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Abstrak

Empat kemampuan yang harus dipelajari dalam Bahasa Inggris yaitu, kemampuan berbicara, kemampuan mendengarkan, kemampuan membaca dan kemampuan menulis Di kelas 10, siswa berlatih membaca dan menulis teks ekspositori. Para peneliti menemukan bahwa siswa menghadapi beberapa tantangan dalam latihan menulis. Kurangnya kosakata, kesalahan tata bahasa, pemahaman siswa yang buruk. Oleh karena itu, peneliti menganalisis bagaimana teknik pengelompokan dapat ditingkatkan untuk meningkatkan keterampilan menulis ekspositori siswa di Kelas X SMKN 13 Bungo. Penelitian ini menggunakan pendekatan kuasi eksperimen kuantitatif untuk mengetahui efektivitas penggunaan teknik clustering untuk meningkatkan keterampilan menulis ekspositori siswa kelas X. Desain eksperimen semu digunakan untuk mengukur hasil perlakuan di kelas eksperimen dan membandingkannya dengan kelas kontrol. Hasil uji-t peneliti untuk metode perlakuan berbeda menunjukkan bahwa penggunaan metode pengelompokan mempunyai pengaruh yang positif dan signifikan terhadap pengajaran keterampilan menulis siswa. Dilihat dari nilai siswa, kelompok eksperimen memperoleh rata-rata post-test sebesar 57,68 poin, dan kelompok kontrol memperoleh rata-rata sebesar 43,19 poin. Hasil tersebut dihitung menggunakan SPSS 25 dalam uji hipotesis independen uji t dengan R tabel 1745 > 1,677 dan sig (2-tailed) sebesar 0,000 (0,000 < 0,05). Kesimpulannya, metodologi cluster berpengaruh positif terhadap keterampilan menulis siswa di kelas. Hipotesis alternatif (Ha) diterima karena metode pengelompokan berpengaruh signifikan terhadap keterampilan menulis siswa.

Kata Kunci : Teknik Pengelompokan, Menulis, Bahasa Inggris, Teks Deskriptif

Abstract

There are four skills that must be mastered in English Learning, namely speaking, reading, listening and writing. One of the four skills that must be mastered to communicate visually is writing skill. In 10th grade, students practice reading and writing expository texts. Researchers found that students faced several challenges in writing practice. Lack of vocabulary, grammatical errors, poor student understanding. Therefore, researchers analyzed how grouping techniques could be improved the students' expository writing skills in Class X SMKN 13 Bungo. This research uses a quantitative quasi-experimental approach to find out the effect of using clustering techniques to improve the expository writing skills of class X students. A quasi-experimental design is used to measure the results of treatment in the experimental class and compare them with the control class. The results of the researcher's t-test for different treatment methods show that the use of the grouping method has a positive and significant affects on teaching the students' writing skills. Judging from the students' scores, the experimental group obtained a post-test average of 57.68 points, and the control group obtained an average of 43.19 points. These results were calculated using SPSS 25 in the independent hypothesis test t test with R table 1745 > 1.677 and sig (2-tailed) of 0.000 (0.000 < 0.05). In conclusion, cluster methodology has a positive effect on students' writing skills in class. The alternative hypothesis (Ha) is accepted because the grouping method has a significant effect on students' writing skills.

Keywords : Clustering Technique, Writing, English, Descriptive Text

Introduction

There are four skills that must be mastered in English Learning, namely speaking, reading, listening and writing. One of the four skills that must be mastered to communicate visually is writing. In addition According to (Ali and Yunus 2004) Writing is indispensable for everyone, specifically for students. This is caused to the statement of (Klimova 2012) writing skills are important, because the students will be widely used in the world of education. In writing the students is more enjoy to explore their idea, thought and etc because the students not talk face to face each others.

Writing is an activity to express the ideas, opinions and feelings in the form written which can be understood by others. According to Writing is one way for humans to communicate with each other to express their thoughts and feelings. Writing is an action that thinks about the target who will read the writing, for example if it is written in English then the writer's target is international readers not only in Indonesia but also all people who can read English So the writer should use English in his writing. as said by (Divani at Al,2018) In order for writing to be good, there are several factors that influence and need to be considered, namely vocabulary, punctuation, grammar and others so that it becomes an ideal text. Besides that, (Kano and Riskyanawati 2001) stated that the students had difficulty in writing a text.

Descriptive text is one type of writing. Before writing a text, of course a writer must know the meaning and purpose of the text. Related to (Syahputri and Masita 2018) Descriptive text is a the type of text used by writers to tell how something looks, smells, feels, acts, tastes, and heard. According to (Eramona and Al Hafizh 2014) descriptive is a text that difficult to learn by students. Whereas in (Kemendikbud, 2013) as cited by (Noprianto 2017)descriptive text is a text that is included in the learning curriculum. It means descriptive text is a text that must be studied by students in formal school. descriptive text is not easy for students because there are many considerations and requires critical thinking for students in order to write as good as possible.. In general, the problem of students in writing desciptive described as follows.

The first problem, the students lack vocabulary to explain the ideas they have. According to research conducted by (Alisha et al. 2019) Vocabulary is the biggest difficulty in writing. He found up to 94.59% of students made mistakes in choosing vocabulary. From this data, it can be seen that students have very minimal knowledge of vocabulary in writing, even though vocabulary is important in learning a foreign language so that you are not stiff in developing ideas in writing.

The second problem, the students have grammatical error. This is because students are used to transferring their first language to their foreign language while still using the grammar of the first language and even using English as slang which is mixed up with Indonesian. For example, Menurutku dia kind person. That habit make students accustomed to abusing grammar so that they have difficulty organizing good and correct English. (Nurfidoh and Kareviati 2021) stated that writing is not easy because students have to use correct grammar. Related by (Lynch and Anderson 2013)stated English grammar must be mastered in order to be able to express oneself well and correctly. This includes the basic meaning, use of capital, tension and commitment in each paragraph.

The last problem, the students are afraid to try to write in English because they are afraid of being blamed so they have difficulty finding ideas to write about. especially when writing in English, which is a foreign language for students. According to Levin (1993) as cited by (Divani, Ghufron, and Matin 2018)students who study foreign languages find it difficult to write because they don't know what and how to write, afraid of lacking vocabulary, afraid criticism, and want to avoid getting emotional confusion when they encounter a topic and empty paper.

From the three problems above, the researcher also finds the same problems in writing descriptive when reseacher carrying out teaching practice at SMK N 13 Bungo especially in tenth grade of the first semester. For example, when the researcher instructed student to write descriptive text, the students only wrote the topic or one sentence. The researcher asked questions about this, apparently he

was afraid of not even being able to elaborate a sentence in English in written form, this was due to a lack of English vocabulary, fear of misorganizing the language and even more so fear of trying to write. Therefore, researchers believe that students need other innovative and interesting techniques in teaching writing. Apart from that, a technique that meets students' needs and interests is the clustering technique. According to Langan (2001) as quoted (Abd.salam 2011)) the clustering technique is a diagram or mapping that can produce material on paper. The clustering technique is a technique that can be used when writing or pre-writing which can help make it easier for writers to find ideas and be able to clearly express the results of their thoughts (khumairo 2019) Apart from that (Alawi 2011) clustering techniques can also be used to motivate students to write and stimulate their ideas. Therefore, researchers tried to apply this technique in this research. So this research is entitled "THE EFFECT OF USING CLUSTERING TECHNIQUES ON IMPROVING STUDENTS' ABILITY TO WRITE DESCRIPTIVE TEXTS FOR TENTH CLASS AT SMK N 13 Bungo. So the goals of this research is to know the effect of using Clustering Technique for students' ability in writing descriptive text at tenth grade SMK N 13 Bungo.

Method

This research used quantitative approach with quasi experiment. According to sugiyono (2023) state that causal relationship are the heart of experiment. as cite in sugiyono (2023) using experiment to establish possible cause and effect between independent and dependent variables. This outcome except for the independent variables. Quasi-experimental design is used to measure the outcome of treatment from experimental class and compared with control class. The two groups will receive the same course but different modes of instruction. In Experimental class was a class that apply clustering technique in teaching writing meanwhile, control class not using technique in teaching writing. The place of this research is SMK N 13 Bungo especially tent grade. It is located at Jl. Datuk Sinaro Putih, Baru Pelepat, Kec. Pelepat, Kab. Bungo, Jambi, Indonesia. The time of this research will be carried out in the second semester 2023/2024 years.There were two variables in this research, namely dependent and independent variable. The independent variable is clustering technique and dependent variable is writing ability in English learning specifically in descriptive text. The indicator of this research is effect of students' writing ability specifically in descriptive text use clustering technique. Based on Sugiyono (2023), population is generalization of region such as object subject have quality and characteristic which constancy by research for learned and to get the result Clearly, the population member or subject to be sample in the research in destined class or people quality which constancy by the research. The population of his research was taken at the tenth grade in SMK Negeri 13 Bungo in academic year 2023/2024. According to Sugiyono (2023) sample is part of the number and characteristics have the population. Sampling in this research was conducted with sampling probability. According to Sugiyono (2023), probability sampling is sampling techniques that provide equal opportunities for each element (member) of the population to be selected becomes a sample member. This research conduct for the class where the student's pronunciation ability need to be effect when using clustering technique. Based on researcher's observation, there are two classes of tenth grade but the class that researcher took for research is X Multi Media (MM) students of SMKN 13 Bungo. The class consists of 11 students.

According to (sugiyono, 2023) instrument of the research is a tool to measure phenomena. The instrument in this research is in the form of a test, namely pre-test and post-test to measure students' ability to write descriptive text. The pre-test to determine students' writing abilities in writing descriptive texts and the post-test was used to see the increase in students' abilities after using the clustering technique. In the pre-test and the post-test students in both classes are asked in three paragraphs of descriptive text. The topic chosen is " Historical Place" and the students are required to include the structure of descriptive text in their writing. in post-test, the instrument test

different between the esperiment class and control class, the students are required to use clustering technique before they write descriptive text while the students control class are not.

Therefore, the study conducted to identity cause and effect between variables (independent and dependent variables). Independent variable which is technique clustering and dependent variables is writing ability. The used of quasy experimental design (Nonequivalent Control Group Design) based on sugiyono (2023).

Research Finding
1. Data Description

This study took place for students in grade 10 from May 2024 to May 2024 to June 2024. In this study, the researchers used experiment class and control classes. The researcher took OTCP number X with 10 students as the experimental class and took class XMM with 7 OTCPs as the control class. Both are treated differently. In the experimental class, we used the grouping method to teach writing, and in the control class, we used the method that teachers usually use. This research study uses grouping as a methodology for writing class 10 (descriptive text) in the second semester curriculum. The data obtained from the writing comes from students' accounting results in the last test carried out in real and control classes. In this research, researchers held five meetings. The tests used to measure student abilities include pretest and posttest. The criteria for both tests are the same. At the first meeting, we first measured students' writing abilities through a pre-test. After knowing the limits of students' writing abilities, the next step is to treat them with the proposed method. Treatment was carried out three times. Students in the experimental class used the cluster methodology in three lessons, while students in the control class used the methodology used by the teacher. After the treatment, a fifth meeting was held to measure students' abilities through a post-test. This post-test allows researchers to find out whether the method used was successful or not and had a positive influence on students' writing skills. After obtaining the pre and post test results, the researcher's next task is to process the results obtained from the data using the SPSS 25 application.

Table 1. of Experiment and control score

No.	Experiment Class			Control Class		
	Name	Pre Test	Post Test	Name	Pre Test	Post Test
1	ZA	55	80	NAPA	60	80
2	LN	65	90	NAPI	65	80
3	YDL	50	80	PH	55	70
4	AIS	35	75	RCI	10	55
5	MI	45	80	RAS	55	75
6	AP	60	85	AH	40	65
7	DM	65	85	RD	50	70
8	SZ	55	70			
9	RR	45	75			
10	EW	65	85			
Result		540	805	Result	335	495
Mean		54	80,5	Mean	47,8571429	70,7143

2. Data Analysis
a. Normality Testing

Data normality refers to determining whether the experimental and control group data are normally distributed. In this study, data normality was calculated using SPSS 25, and the test results were as follows.

Table 2 Normality Test Result

Tests of Normality	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Experiment Class	.159	10	.200*	.914	10	.307
Post Test Experiment Class	.174	10	.200*	.952	10	.691
Pre Test Control Clas	261	7	.165	.824	7	.071
Post Test Control Class	.182	7	.200*	.920	7	.471

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table above, it can be seen that the experimental class pretest was .307, which means it is greater than 0.05, meaning the data is normally distributed, then the experimental class posttest was .691, which is greather than 0.05, which means the data distribution can be declared normal. Meanwhile,

the control class results in the pretest were .071 and posttest were .471 based on the criteria for normally distributed data if the data is greater than 0.05. based on this data, so can be concluded that the distribution of the data is normal from control class and experimental class.

b. Homogeneity Testing
The homogeneity test was calculated by SPSS 25 the result that showed in the table bellow :

Table 3. Homogeneity Test of experimental class Result

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Experiment Class	Based on Mean	3.082	1	18	.096
	Based on Median	2.549	1	18	.128
	Based on Median and with adjusted df	2.549	1	152	.131
	Based on trimmed mean	2.798	1	18	.112

The table above shows homogeneous pretest and posttest data in the esperimental class. The homogeneous results from the pretest are 0.096 higher than 0.05, so it can be stated that the homogeneous data above is significant.

Table 4 Homogeneity Test of Control class Result

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
	Based on Mean	1.753	1	12	.210
	Based on Median	.628	1	12	.443
Control Class	Based on Median and with adjusted df	.628	1	7.477	.452
	Based on trimmed mean	1.349	1	12	.268

Then the homogeneous test in the control class above shows the significance between the pretest and posttest, namely more than 0.210, more than 0.05. These results indicate that the experimental class and control class are declared homogeneous.

c. N-Gain Score
    N-Gain score to determine whether the clustering technique is effective or nt in teaching writing descriptive text. In this research, the N-Gain score used SPSS 25 and the results are shown in the table below:

Table 5 N-Gain Score of Experimental Class Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Mean Std. Deviation
NGain_Score	10	.33	.71	.5768	.09864
NGain_Persen	10	33.33	71.43	57.6823	9.86396
Valid N (listwise)	10				

N-Gain score in the table above is the result of the N-Gain score for the experimental class, namely the mean 5768,minimum 33 and maximum 71.

Table 6 N-Gain Score of Control class Result

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	7	.33	50	.4319	5.832
Ngain_persen	7	.50 33.33	50.00	43.1859	5.83220
Valid N (listwise)	7				

Meanwhile, the N-Gain score in the control class is 0.4319 with a minimum of 0.33 and a maximum of 50. This score is interpreted in the N-Gain table, interpreting the effectiveness of n-Gain.

Table 7 N-Gain score Categories

Percentage %	Criteria
<40	In-effective
40 – 45	Less
56 – 75	Enough
>76	Effective

The table above interprets the effectiveness of the N-Gain score in the experimental class as 56% and it can be concluded that the Clustering technique is quite effective in teaching writing in the tenth grade of OTKP 2023/2024. Meanwhile, the interpretation of effectiveness in the control class for teacher use of techniques is 29% and is in the <40 category, meaning it is not effectively used in teaching writing at OTKP SMKN 13 Bungo 2023/2024.

d. Hypothesis Test

Hypothesis T test for independent samples was used to calculate the data. The T test was carried out to determine the results of the post test scores on students' writing abilities between the experimental class and the control class using SPSS 25. The results of the t test are shown in the table below:

Independent Samples Test

Table 8 Hypothesis test Result

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2tailed)	Mean Difference	Std.Error Difference	95% confidence interval of the difference Lower	Upper
Equal Variances	.063	.805	1.745	15	.101	6.786	3.889	-1.503	15.074
assumed aqual variances			1.677	11.188	.121	6.786	4.045	-2.099	15.671

not assumed		

Based on the table above, the t test results for independent samples show that the experimental class is higher than the control class, namely the significance is 0.101 at a significance of 0.05. From this calculation, the t test is 1.745>1.677, meaning that Ho is rejected and Ha is accepted. Hypothesis testing shows that there is a significant difference in student scores in learning to write using the clustering technique.

Discussion

This research aims to find out whether there is a significant influence of the clustering technique on students' writing abilities when learning to write descriptive texts in the tenth grade of SMKN 13 Bungo. The application of clustering techniques in teaching writing is to determine the effect of clustering techniques on the ability to teach writing or not. In this research, this technique was applied to the tenth grade of OTKP SMKN 13 Bungo, even semester of the 2023/2024 academic year.

This research examines how the use of clustering techniques can help overcome students' writing problems. As is known, the ability to write is one of the abilities that is really needed by students, because by mastering writing skills students can write down thoughts, feelings, ideas and can improve their ability to spell letters in English. Therefore, it is important to improve students' writing skills. Based on observations made at SMKN 13 Bungo, there are several problems with writing skills, first, students lack vocabulary, second, students are afraid of grammatical errors, and finally, students have difficulty finding ideas.

Therfore, the researcher thinks the students need another innovative and interesting technique in teaching writing. In addition, the technique meets students' need and interest. Clustering technique is one of pre-writing procedures which can be used to help writers clarify their thinking which, in turn, increases their ability to express their thoughts either orally or in writing (Khumairo, 2019). Therefore, the researchers try to apply the technique in this research.

In applying the Clustering technique in teaching writing, there are three stages given, namely pre, inter and post. First, in the pre-stage, namely before applying the technique, you must first determine the research problem and have found a theory that supports this research, then the researcher must use measuring instruments and select a sample. This method is useful in making it easier for researchers to use instruments in research. The second stage, namely at the interim stage, the researcher chooses which class will be used as the experimental class and which class will be used as the control class. Application of stated research to provide pre-test to students. The pretest aims to measure students' abilities before being given treatment. Next, the application of the Clustering Technique in the experiment is given a class.

Classroom observations also teach techniques that teachers often use to teach writing. After collecting the necessary data, the researcher carried out data analysis. Researchers analyzed the raw data using SPSS 25, and the results of the data analysis are as follows. The Shapiro-Wilk normality test was first used to check whether the data obtained followed a normal distribution or not. The data obtained by researchers in this study showed a normal distribution, the significance level of the experimental group's pre-test results was 0.307 and the significance level of the experimental group's post-test results was 0.691. Therefore, the significance level for the control group is 0.071 in the pre-test and 0.471 in the post-test. The pre-test and post-test of the experimental and control groups can be assessed as normally distributed with a significance level of > 0.05.

After the normality test is complete, carry out the following calculations using the homogeneity test. The research test carried out aims to find out whether the data obtained by researchers is homogeneous or heterogeneous. In the case of the experimental group, the average level of

significance was found to be 0.096 or more and 0.05 or more in the pre- and post-tests. Additionally, the pre- and post-test results in the control group were found to be 0.210, which may be higher than 0.05. It can be concluded that the control group and experimental group are homogeneous.

After carrying out homogeneity, the researcher carried out the N-Gain score test. Experimental learning is interpreted based on the N-Gain Score category, where experimental learning achieves an efficiency of 56% in the use of clustering and can be said to be "quite" effective in using clustering in OTKP learning at SMKN 13 Bungo for the academic year. 2023/2024. Meanwhile, less than 40% of training (29%) did not use grouping methods or other methodologies commonly used by teachers. This may not be effective to apply to the written syllabus for SMKN 13 Bungo class this academic year. . 2023/2024. Based on the results of the discussion above, it can be concluded that the results of the research entitled "Effectiveness of Grouping Techniques in Improving Descriptive Writing Skills of Class 13 Bungo Students and Alternative Hypothesis (Ha)" are significant or acceptable. The influence is SMKN 13 Bungo.

Conclusion

The aim of this research is to answer all questions regarding the problems in Chapter 1. Next, we want to find out the effectiveness of the cluster methodology in understanding the writing of class 13 students at SMKN Bungo. The t-test carried out with the SPSS 25 program shows whether the effect of the grouping method on students' writing and reading is positive or significant. Judging from the scores obtained by the students, the posttest results showed that the experimental group obtained 57.68 points and the control group obtained 43.19 points. The independent t test reached rcount 1745 > 1.677. R-table and sig (two-sided) 0.000 (0.000 clustering has a significant effect on the OTKP writing skills of class X students at SMKN 13 Bungo.

Suggestion

Based on the analysis of this research, researchers can suggest that the first grouping method can have an impact on writing skills, so teachers are expected to use this strategy to improve students' writing skills during the learning process. For students, the second is to practice their writing skills and not worry about writing English in daily activities, which makes practice more interesting. Third, although this research has not been completed, the researcher hopes that this research can be useful for other researchers.

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