THE IMPLEMENTATION OF CLUSTERING TECHNIQUE IN WRITING DESCRIPTIVE TEXT

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Abstract: The objective of this research was to find out whether the use of the Clustering Technique enhances the student's ability in generating ideas. The subject of this research was 36 students of X.5 class at a public senior high school in Central Java 2022/2023 academic year. This research was categorized as Classroom Action Research (CAR) with two cycles. The writing test consisted of pre-test and post-tests to collect the data. The test was given to see how far the students enhanced their descriptive writing ability after the treatment. The data were analyzed by using a scoring rubric by Brown (2001). The result showed that the implementation of clustering technique can enhance the student's ability to generate ideas in writing descriptive text. The mean score of students in the pre-test was 53.44, in post-test 1 was 56.67, and in post-test 2 was 74.305. There 88% of students (32 out of 36 students) who passed the Minimum Standard Score which is 70 in the or post-test 2.

Keywords: Clustering Technique, writing, descriptive text

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Teknik Clustering meningkatkan kemampuan siswa dalam menghasilkan ide. Subjek penelitian ini adalah 36 siswa kelas X.5 di salah satu sekolah di jawa tengah pada tahun ajaran 2022/2023. Penelitian ini dikategorikan sebagai Penelitian Tindakan Kelas (PTK) dengan dua siklus dalam penelitian ini. Tes tulis terdiri dari pre-test dan post-test untuk mengumpulkan data. Tes diberikan untuk melihat seberapa jauh siswa meningkatkan kemampuan menulis deskriptif mereka setelah perlakuan. Data dianalisis dengan menggunakan rubrik penilaian oleh Brown (2001). Hasil penelitian menunjukkan bahwa penerapan teknik clustering dapat meningkatkan kemampuan siswa dalam menghasilkan ide dalam menulis teks deskriptif. Nilai rata-rata siswa pada pre-test adalah 53,44, pada post-test 1 adalah 56,67, dan pada post-test 2 adalah 74,305. Terdapat 88% siswa (32 dari 36 siswa) yang lulus Nilai Standar Minimum yaitu 70 pada atau post-test 2.

Kata kunci: Clustering Technique, menulis, teks deskriptif

INTRODUCTION

Writing is the process of writing by translating a person's ideas, arguments, and ideas into words. According to Brown (2001), writing is a transaction with words whereby the author free from what the author presently thinks, feel, and perceives. By

learning writing, the students be able to learn other aspect of language such as grammar and language used.

There are many different text genres in English writing, including narrative, recount, and descriptive text. According to Fabb (2005), distinct texts or genres frequently employ a variety of linguistic styles, including various vocabulary and sentence patterns. In Merdeka Curriculum that was implemented in Indonesia, writing is the basic competency that should be achieved in the first year of senior high school.

MBKM (Merdeka Belajar Kampus Merdeka) was the curriculum implemented in Indonesia. According to Krishnapatria (2021), it is certainly important to modify the curriculum for a study program in order to adopt the MBKM policy, which indicates active learning by facilitating creativity, innovation, and critical thinking throughout the learning process. In this curriculum, students are expected to behave according to Pancasila values. For example, critical and creative thinking. In writing, creative and critical thinking are needed to produce a product of writing. Students need creativity to create a product of writing in making ideas and topics. Critical thinking is the ability to build and express important ideas in writing.

In fact, the student's writing performance is still poor. According to the researcher's observations of the classroom activity, it was discovered that the majority of the students had trouble generating ideas for their writing. Then, the classroom activity in the school class activities is also reduced due to projects every month for one week, making learning less effective. Pangaribuan & Manik (2018) discovered that the majority of students struggled to translate their thoughts into writing language. The students' writing grades suffered as a result.

In order to address such issues, the researcher should teach in a variety of methods to stimulate students' interest in what is being studied. As a result, the researcher seeks to use the Clustering Technique for writing instruction. According to Wati (2018), the clustering technique can increase students' writing ability and it can develop students' writing skills because clustering could create a situation in the class alive and can improve students' participation. Descriptive text would be the subject matter taught. A descriptive text is one that explains people, places, things, animals, etc. It describes the physical appearance and functionality of the object (Ghufron, 2018).

The clustering technique is a way of putting together related thoughts and write them down on a piece of paper without evaluating the validity or the truth of the individual ideas. Students can use the clustering approach to help in the creation of descriptions by utilizing boxes, arrows, and circles to highlight the connections between the concepts. It implies that before beginning to write, the students should arrange their ideas into a related draft. According to Lunsford (2015), the clustering technique helps understand the relationship among the parts of a broad topic and for developing subtopics.

Following these procedures and using the clustering approach suggested by Lunsford (2015), there are (1) Center the topic on a blank sheet of paper and make a circle around it. (2) List the main components of the topic in an outline around the topic circle. Each component should be circled, with a line connecting it to the main idea. (3) Write down more details, examples, facts, or other specifics about each major section. Write down each of them close to the relevant area. Draw a line from each one to the part, then encircle each one. (4) Keep doing this until run out of details for each new circle.

METHODS

Research Participants

In this research, the researcher conducted Classroom Action Research (CAR). This research was conducted in at a public senior high school in Central Java 2022/2023 academic year, especially in the tenth-grade students. In at a public senior high school in Central Java has three grades that are Tenth grade, eleventh grade, and twelve grades. The tenth grades in at a public senior high school in Central Java have nine classes. The researcher chose X.5 classes that consist of 36 students. The 36 students were active in the research.

Data Collection Method

To collect the data, the researcher used test and non-test. By using test in this research, the students were given pre-test before the treatment and were given post-test to determine how much better the students had become at writing descriptive text. Five sessions were held to perform this research. Each session lasted two instructional hours (2x45 minutes). The first meeting was a pre-test session, the next day was a three-time student treatment session, and the last day was a post-test session.

By using non-tests, some steps of technique in collecting the data there are observation, questionnaire, and documents. The first step in collecting data is observation. According to Burn (1999:80), state that observation is a mainstay of action research. The researcher doing observation to know the situation in the class during teaching-learning process. The next step was a questionnaire, according to Burn (1999:117), the questionnaire was a written sets of questions used to gain responses in non-face-to-face. The questionnaire was administered at the end of the course. The third step is document, according to Burn (1999:140), documents are some information that recorded by someone to capture some event in printed paper. The document includes lesson plans, photos, and student's worksheet.

Data Analysis

The researcher collected the data by using two kinds of technique in analyzing. They were quantitative and qualitative data. In quantitative data, the researcher was adopted the rubric assessment by Brown (2001) to get the result of teaching learning process. The aspect assessed consists of content, grammar, vocabulary, mechanics and organization. In qualitative data, the researcher used interactive model of data analysis. Miles and Huberman (1994:10-11) mention the interactive data analysis there are, data collection, data reduction, data display, conclusion drawing or verification.

RESULTS AND DISCUSSION

The purpose of this research was to find out whether the use of clustering technique can improve the student's writing skill in generating ideas. This research was conducted at the tenth-grade students of a public senior high school in Central Java academic year 2022/2023. For the classes, the researcher took the class X.5, which consist of 36 students. Here is the result of the research.

The data in this research, which were analyzed was the result of the test, there are worksheets in pre-test, post-test I, and post-test II. Before implementing the teaching learning process by clustering technique, the pre-test was done. The test was used to know the students writing skill class X at a public senior high school in Central Java. The pos-test I was done at the end of cycle one. The post-test II was done at the end of cycle II which is the last meeting.

The result of the pre-test score, the student's writing skill was still low because it was below the passing grade for writing English lessons was 70. The result of post-test I, the students had difficulties in grammar, difficulties choosing appropriate vocabulary, and were still confused about how to use the Clustering Technique. In the post-test II, the student's score was improved. Even though the students still had difficulties in grammar, the students proved that they could pass the minimum score.

Table 1. Comparison between the Means of Pre-test, Post-Test I and Post-test II

Test	Score	Mean
Pre-Test	1924	53,44
Post-Test I	2040	56,67
Post-Test II	2657	74,305

Based on these data, the mean score of students in the pre-test was 53.44, in the post-test I was 56.67, and in the post-test II 74.305. In the pre-test, the writers found that the result of students' writing was under average and still far from what was expected. To improve their ability in generating ideas in teaching writing descriptive text, the researcher recognized the students how to use the clustering technique in writing descriptive text. The writing scores of the students improved when the clustering method was used in each cycle. It can be observed from the results, students scored

56,67 in cycle 1 and 74,305 in cycle 2. It affected student's interest throughout the class as well.

The study's focus was on teaching writing and the application of clustering algorithms to help students create descriptive texts based on generic structures. By examining the writing score system, which considers content, grammar, organization, vocabulary, and mechanics, the general structures are introduction, description, and conclusion. The researcher adopted the rubric assessment by Brown (2001) to get the result of teaching learning process. The researcher employed two cycles of planning, implementation, observation, and reflection in class action research. The score result demonstrated their progress.

SCORES OF COMPARISON FOR EACH CYCLE
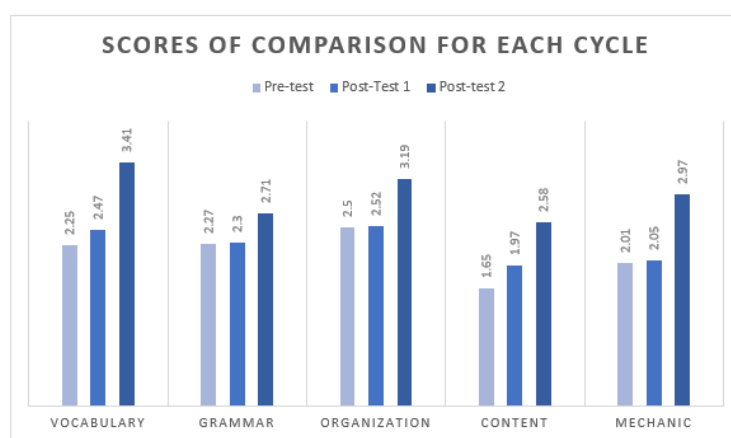
Histogram 1

From the table above, it can be seen that there is improvement in organization. In the pre-test, the mean score of the students was 2.50, in the post-test I was 2.52, and in the post-test II was 3.19. Then the improvement in vocabulary. In the pre-test, the mean score of the students was 2.25, in the post-test I was 2.47, in the post-test II was 3.41. Meanwhile the improvement of content in the pre-test, the mean score of the students was 1.65, the post-test I was 1.97, and the post-test II was 2.58. The improvement in grammar. In the pre-test, the mean score of the students was 2.27, the post-test I was 2.30, in the post-test II was 2.71. The improvement in Mechanic. In the pre-test, the mean score of the students was 2.01, the post-test I was 2.05, in the post-test II was 2.97.

According to the pre-test results, there were issues with vocabulary, generic organization, and substance. According to the pre-test results, the student's ability to write descriptive prose was quite weak. Knowing the outcome of the pre-test, the researcher then carried out the writing instruction that concentrated on descriptive text.

The students thought that the generic structure would represent the most challenging component based on the results of the pre-test. They were unable to learn the vocabulary and grammar, which caused difficulty. In addition, their spelling and writing were still grammatically incorrect. The researcher used clustering as a way to address the writing issue that the student was having. Clustering is a prewriting strategy used by authors to generate ideas using a visual scheme or chart, according to Lunsford

(2015:57). It implies that clustering is an artistic process. It was utilized to help students understand how to write descriptive language more easily. The clustering strategy helps students be motivated to write since it enables them to respond to the information in a more creative way (Septi, Sinaga, & Flora, 2019). It provides a sample text with organizational structures using this method. As a result, the researcher clarified the definition, social function, and linguistic characteristics. The researcher then instructed students to compose a text using just their own words. The students next writing exercise included the clustering technique.

Each strategy has its advantages as well as disadvantages. According to Restika (2022), the benefits of using the clustering technique are: 1) The students can readily use the clustering approach; 2) The students are able to locate the word as a keyword linked to the topic; The clustering technique can help students explore their ideas for their writing assignments; it makes it simple for them to organize their thoughts into paragraphs; and it allows them to demonstrate their proficiency in producing topic relevant words in a short amount of time. According to Andayani (2017) lists the following as disadvantages of the clustering technique: Because of the detailed processes involved in the activities, there are several drawbacks that can occur: 1) It can take a lot of time; 2) The class may be noisy because talking or discussing occurs while everyone is learning; 3) The class requires more supervision because the teacher does not directly instruct or monitor only; 4) Students may have trouble expressing the stimulus word or linking because their vocabulary is still limited; 5) Not all students could think quickly and express the words that have connections from the main idea.

The researcher demonstrated how to create a descriptive text using the clustering approach while they were receiving treatments. The writer gave students a post-test to determine whether their writing abilities had improved as a result of the treatment. After using this method, 32 out of 36 students (88%) were able to get the required score. It demonstrates how much more effectively the clustering strategy may assist students in organizing their thoughts than it would be without it (Hendrawaty & Ambarwati, 2017). The post-test results revealed the students' development in the teaching and learning process. The post-test result was different from the pretest result. The result verified that applying the clustering technique could improve the students' skills in writing descriptive text.

CONCLUSIONS

According to the research provided, using the clustering technique can help students become more creative writers and has an impact on how they are taught to write descriptive texts. Pre-tests and post-tests were employed by the researcher to obtain data for this research. The mean score of students in pre-test was 53.44, in the posttest I was 56.67, and in the post-test II 74.305. The implementation of clustering technique was given after a pre-test in the class to measure students writing descriptive text before the researcher implemented the clustering technique. In student

achievement, there is no student can pass the minimum score in the pre-test, while in the post-test there are 88% of students (32 out of 36 students) passed the Minimum Standard Score which is 70.

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