

IMPROVING THE SEVENTH GRADE STUDENTS' WRITING COMPETENCY THROUGH CLUSTERING TECHNIQUE AT SMPN 6 SINGARAJA ACADEMIC YEAR 2014/2015

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Abstrak

Penelitian ini telah dilaksanakan untuk meningkatkan kemampuan menulis siswa menggunakan tehnik pengelompokan pada siswa kelas 7 di SMPN 6 Singaraja. Pada observasi awal menyatakan bahwa siswa kelas 7 B4 di SMPN 6 Singaraja memiliki kemampuan menulis yang rendah. Subject pada penelitian ini berjumlah 36 orang siswa. Untuk menemukan hasil dari kemampuan siswa pada kempetensi menulis menggunakan tehnik pengelompokan , dan penulis menggunakan jenis penelitian penelitian tindakan kelas (PTK) penelitian ini menggunakan dua siklus. Setiap siklus terdiri dari empat proses, diantaranya: rencana, pelaksanaan, penelitian, dan refleksi. Untuk mengumpulkan data, penulis menggunakan informasi yang didapat pada observasi. Dan pencapaian siswa pada penelitian awal digunakan untuk mendukung pengumpulan data. Penelitian ini menunjukkan bahwa menggunakan tehnik pengelompokan dalam menulis mampu meningkatkan kompetensi siswa dalam menulis. Data telah dikumpulkan berdasarkan evaluasi menulis. Menggunakan tehnik pengelompokan penulis dapat menggunakan garis, kotak, kolom dan lingkaran untuk menghubungkan setiap ide. Respon siswa menunjukkan bahwa mereka tertarik untuk menulis, karena mereka merasa lebih mudah untuk menulis menggunakan pengelompokan tehnik. Persentase siswa yang mampu mencapai standar nilai pada observasi awal hanya 2 siswa (6%), pada siklus 1 14 siswa (39%), sementara itu, pada siklus 2 meningkat menjadi 31 siswa (86%). Itu bisa disimpulkan bahwa implementasi tehnik pengelompokan dapat meningkatkan kemampuan menulis siswa kelas VII B4 di SMPN 6 Singaraja. Dan penulis menyarankan pada guru bahasa inggris untuk menggunakan tehnik pengelompokan dalam mengajar menulis, karena tehnik ini mampu membantu siswa mengorganisasi ide sebelum mereka memulai untuk menulis.

Kata Kunci: Kompetensi menulis, tehnik pengelompokan

Abstract

This study was conducted to improve students writing skill using Clustering Technique at seventh grades students of SMPN 6 Singaraja. The Preliminary observation indicated that student class VII B4 of SMP Negeri 6 Singaraja had low writing competency. The subjects of this study were consisted of 36 students. To find out the result of students writing ability in writing competency using clustering technique, the writer used Classroom Action Research (CAR) as the method of research. This study consisted of two cycles, each cycle consisted of four steps, and they were: planning, action, observation and reflection. To collect and analyze the data, the writer used the information from observation, and the students' achievement in preliminary and evaluation to support data collected. This study showed that using clustering technique in teaching writing can improve students writing competency. The data were collected through writing evaluation. In clustering technique, the writer can use line, boxes, arrows, and circles to show relationships among the ideas. The students' responses showed that they were interested in writing because they felt easier to write using clustering technique. The percentage of students who had passed the passing score of writing in pre-observation were 2 students (6%), in cycle I were 14 students (39%), meanwhile in cycle II were improved into 31 students (86%). It could be concluded that the implementation of Clustering technique could improve the students' writing ability of students class VII B4 at SMP Negeri 6 Singaraja. And The writer suggested to the other English teacher to use Clustering Technique in teaching writing, because this technique helps the students organize their ideas before they start to write.

Key words: Writing competency, Clustering Technique.

INTRODUCTION

In this era, English is as an international language. In learning English students have to master 4 skills; such as writing, listening, speaking and writing. Writing is a basic that is just as important as other language skill such as speaking, listening and writing. As stated in the current curriculum, all four skills have balanced proportion in the curriculum. The evidence is that the curriculum contains standard and basic competencies for those four skills. Writing is one of those skills that deeply require students to be motivated and encouraged. If they are not involved in writing task, they don't have a reason to write, the task set forth won't be an effective learning experience.

Writing is a skill that is important to academic success. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organizations, spelling, and punctuation. Since, writing is an active, productive skill; students' learning to write in foreign language, writing has become an essential tool for people in all aspect of today's life. Thus, the competency in writing effectively enables people from different culture and background to communicate. To make an understandable writing, the writers should master the way to write a good composition. Writing provides a definitive representation of students growing knowledge of the alphabetic principle, phonemic awareness, and word recognition.

Based on the KTSP curriculum in junior high school, the seventh grades students have to be able to write text in term of genres, such as in recount text, narrative text, news items, procedure, and descriptive text. They are expected to be able to write sentences until paragraph by using right diction, grammar,

punctuation, spelling, and organization.

Descriptive text is one of the texts that is taught to junior high school. In descriptive text, the text describes about sensory experience and how something looks, sounds, and tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of this text is to describe and reveal a particular person, place, or thing for reader or listener. In descriptive text, there are two generic structures such as: Identification and description; in identification the writer tell about the phenomenon to be described, in description the writer describes the phenomenon in parts, qualities, and characteristics for the reader or audience.

Raimes and Galuh (2007) as cited in Lestari (2010) also stated that there are three reasons why teaching writing is important. First, writing reinforces grammatical structure, idiom, and vocabulary. Second, students focus on the use language to express their idea when they are writing. Last, students become involved in language, themselves, and readers.

However, there are still several problems found in student's writing. First, it will be found that many students were lack of experience in writing. Second, they write without understand the content. Third, students are difficult to develop and connect the idea to build their paragraph.

To help students solve these problems; it needs a technique more interesting in teaching writing. The researcher would like to propose a technique which is "Clustering Technique". Clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggests specific topics, and yields related details. Based on definition above,

the writer summarize that clustering is making visual map to produce a topic related to each other. Clustering technique will stimulate students' ideas, also they can make a good paragraph in every types of writing.

In clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics (Pharr & Buscemi, 2005:34). Furthermore, the application of clustering in teaching begins with a keyword or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students-generated suggestion) jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the writer sees as each new thought emerges. Complete cluster can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to wide variety of approaches to the subject matter, which might further generate material for writing (Murcia, 1991:253).

RESEARCH DESIGN

This research was conducted at SMP Negeri 6 Singaraja. The subjects of this study were the students at SMP N 6 SINGARAJA of Seventh grade students, especially the seventh class students, in the academic 2014/2015. The writer selected the seventh year students' of SMPN 6 Singaraja as the subject of the study. The total subjects in this present research were 36 people in that consist of 19 male students and 17 female students.

This present research was designed in the form of a classroom-

based action research. The action research is any systematic inquiry conduct by teachers or researches to gather information about the ways of particular schools operate how the teachers teach and how well students learn (Donato, 2003:1). The fundamental components of action research include the following steps: (1) developing a plan for improvement (planning), (2) implementing the plan action, (3) observing and documenting the effects of the plan observation and (4) reflecting on the effects of the plan for further and inform action reflection, (5). The evolution of the student results in writing text.

In this study, there were three kinds of instruments, such as writing test, texts and lattice of the writing text. the procedures of this research consist of planning, action, observation, reflection and evaluation. However, before conducting the treatment, a pretest was conducted to assess the initial writing competency of the students in writing descriptive text and procedure text.

The data was obtained from result of the preliminary observation and the two post-test. In descriptive analysis the writer described the result of the research. The data was analysis in order to know whether the students competency in writing descriptive text and recount text developed or not after the application of clusterings Technique. It was showed by changes of the student's motivation during the teaching and learning activity in the classroom.

FINDING AND DISCUSSION

The aim of conducting an evaluation in preliminary was to find out the preliminary data about writing competency of the students and to know the students problem in writing. The preliminary observation test was in the form of writing test of descriptive and procedure.

When the researcher observed in classroom during their English class, the students felt difficult to comprehend the English text. They looked unenthusiastic in writing class. In addition, most of students felt difficult in writing descriptive and procedure text.

Before conducting the preliminary observation test, the researcher prepared some instruments needed, such as: the writing test, the texts and the lattice of the writing text. In preliminary observation, there were three main steps namely, planning, action and observation. In planning, the researcher prepared everything that was needed to collect the data for the meeting in preliminary observation. In action, the researcher distributed the test, observed the students when they were doing the test, collected the answer sheet and evaluate the student's answer.

Based on the result of preliminary observation the researcher then conducted the preliminary evaluation. Based on the result of preliminary observation test, the researcher found that the students had problem. It showed that the students had low competency in writing. The result of preliminary observation showed that there were 28 students or 78% who got below the passing grade that was 75. It means that there were 8 students or 22% who could pass the passing grade.

The result of Cycle I, there are 22 (61%) students who were not competent in writing in cycle I. In other words, there were 14 (39 %) students who were still facing problems in writing. The number of students who still found difficulty in writing was reduced from 34 (94%) in preliminary observation to 22 (61%) in Cycle I. Competencywise, the students' writing competency had been improved from a mean score of 57.3 in preliminary observation to a mean score of 72.2 in Cycle I. This conclusion was based on the criteria

set forth in the performance indicator for competency in writing. The performance indicator below 74 indicated students as having problem in writing. Contrastively, those who scored above 75 indicated students as having no problem in writing.

The result of Cycle II, there are 5 (34%) students who were not competent in writing in Cycle II. In other words, there were 5. (34%) students who were still facing problems in writing. The number of students who still found difficulty in writing was reduced from 34 (94%) in preliminary observation to 5 (34%) in Cycle II. Competency-wise, the students' writing competency had been improved from a mean score of 57.3 in preliminary observation to a mean score of 78 in Cycle II. This conclusion was based on the criteria set forth in the performance indicator for competency in writing. The performance indicator below 74 indicated students as having problem in writing. Contrastively, those who scored above 75 indicated students as having no problem in writing. The continued improvements in the students' writing competency in the preliminary observation, Cycle I and Cycle II had been made possible since the students were very much assisted by the clustering technique in describing and reporting about a person, an object, an animal or an idea. Students were very enthusiastic involved in the teaching and learning processes.

After a systematic action had been taken in Cycle I, the number of students having problems in writing a descriptive text had been reduced from 31 (86%) in the preliminary observation to 20 (56%) in Cycle I. Meanwhile, the competency in writing descriptive text had been improved from a mean score of 57.3 in the preliminary observation to a mean score 73.9 of in Cycle I.

Similarly, the number of students having problems in writing a procedure text had been reduced

from 30 (83%) in the preliminary observation to 23 (64%) in Cycle I. Meanwhile, the competency in writing procedure text had been improved from a mean score of 60 in the preliminary observation to a mean score of 70.4 in Cycle I.

After a systematic action had been taken in Cycle II, the number of students having problems in writing a descriptive text had been reduced from 31 (86%) in the preliminary observation to 5 (14%) in Cycle II. Meanwhile, the competency in writing descriptive text had been improved from a mean score of 57.3 in the preliminary observation to a mean score 79 of in Cycle II. Similarly, the number of students having problems in writing a procedure text had been reduced from 30 (83%) in the preliminary observation to 5 (14%) in Cycle II. Meanwhile, the competency in writing procedure text had been improved from a mean score of 60 in the preliminary observation to a mean score of 77.14 in Cycle II. The continued improvements of the students' writing competency in descriptive and procedure texts in the preliminary observation, Cycle I and Cycle II had been made possible since the students were very much assisted by the clustering technique in describing and reporting about a person, an object, an animal or an idea. Students were very enthusiastic involved in the teaching and learning processes.

After analyzing the students' writing competency in general and in terms of text types, further analysis had been done in terms of the writing indicators. There are seven writing indicators set forth in *The Kurikulum 2006*, namely: (1) authenticity, (2) title suitability, (3) text structure, (4) diction, (5) grammar, (6) neatness and (7) writing competency.

In preliminary observation, there were 26 (72%) students were still having problems in the first writing indicator of a descriptive, i.e. authenticity of the written text; 26 (

72%) students were having problems in the second writing indicator of a descriptive, i.e 10 not have problem of the written text; 31(86%) students were having problems in the second writing indicator of a descriptive, i.e 5 of the written text;27 (75%) students were having problems in the third writing indicator of a descriptive, i.e 9 not have problem of the written text;28(78%) students were having problems in the fourth writing indicator of a descriptive, i.e 8not have problem of the written text;27(75%) students were having problems in the fifth writing indicator, i.e 9 not have problem of the written text;30(83%) students were having problems in the sixth writing indicator of a descriptive, i.e 6 not have problemof the written text.

The result of Cycle 1, there were 9 (25%) students were still having problems in the first writing indicator of a descriptive, i.e. authenticity of the written text; 9 (25%) students were having problems in the second writing indicator of a descriptive, i.e 27 not have problem of the written text; 15 (42%) students were having problems in the second writing indicator of a descriptive, i.e 21 of the written text; 21 (59%) students were having problems in the third writing indicator of a descriptive, i.e 15 not have problem of the written text; 22(61%) students were having problems in the fourth writing indicator of a descriptive, i.e 14 not have problem of the written text; 13(36%) students were having problems in the fifth writing indicator, i.e 23 not have problem of the written text; 15 (42%) students were having problems in the sixth writing indicator of a descriptive, i.e 21 not have problem of the written text; 12 (33%) students were having problems in the sseventh writing indicator of a descriptive, i.e 24 not have problem of the written text. Similarly, the number

of students who still had problems in each of the first procedure text shows consecutively that there were 10 (28%) students were still having problems in the first writing indicator of a descriptive, i.e. authenticity of the written text; 10 (28%) students were having problems in the second writing indicator of a descriptive, i.e. 26 not have problem of the written text; 15 (42%) students were having problems in the second writing indicator of a descriptive, i.e. 21 of the written text; 14 (39%) students were having problems in the third writing indicator of a descriptive, i.e. 22 not have problem of the written text; 12(33%) students were having problems in the fourth writing indicator of a descriptive, i.e. 24 not have problem of the written text; 22(61%) students were having problems in the fifth writing indicator, i.e. 14 not have problem of the written text; 18(50%) students were having problems in the sixth writing indicator of a descriptive, i.e. 18 not have problem of the written text; 18(50%) students were having problems in the seventh writing indicator of a descriptive, i.e. 12 not have problem of the written text.

The result of Cycle II, the number of students who had problems in each of the writing indicators in Cycle II. Consecutively in descriptive text, there are 7 (19 %) students still have problems in the first indicator, i.e. authenticity; 16(44%) students in the second indicator, i.e. title suitability; 9 (25%) students in the third indicator, i.e. text structure; 9 (25 %) students in the fourth indicator, i.e. diction; 6 (17%) students in the fifth indicator, i.e. grammar; 10 (28%) students in the sixth indicator, i.e. neatness; and 8 (22 %) students in the seventh indicator, i.e. writing competency.

The number of students who still had problems in each of the first

procedure text, there are 11 (31 %) students still have problems in the first indicator, i.e. authenticity; 6 (17%) students in the second indicator, i.e. title suitability; 6 (17%) students in the third indicator, i.e. text structure; 9 (25 %) students in the fourth indicator, i.e. diction; 11 (31%) students in the fifth indicator, i.e. grammar; 5 (14%) students in the sixth indicator, i.e. neatness; and 8 (22 %) students in the seventh indicator, i.e. writing competency. The continued improvements of the students' writing competency in descriptive and recount texts in the preliminary observation, Cycle I and Cycle II had been made possible since the students were very much assisted by the clustering technique in describing and reporting about a person, an object, an animal or an idea. Students were very enthusiastic involved in the teaching and learning processes.

The continued improvements of the students' writing competency in descriptive and procedure texts in the preliminary observation, Cycle I and Cycle II had been made possible since the students were very much assisted by the Clustering technique in describing and reporting about a person, an object, an animal or an idea. Students were also very enthusiastically involved in the teaching and learning processes. The students had content and procedural knowledge in expressing their ideas, feelings and thoughts about a person, an object, an animal or a place. They had real-life contexts, like appearance, complexion and other essential identity to be described. Similarly, when they made a report of an incidence, experience and the likes, they had contextual guidance as to what to report, who to report to, where the locus of incidence to be reported, and the likes. Contextual writing provided by Clustering

technique had urged students to be active in learning. They helped students to connect what they had already known with life context the content to be used (Berns & Erickson,2001).

CONCLUSION

After the implementation of a clustering technique to the learning of writing at SMPN 6 Singaraja, the result of this research showed that the use of clustering technique had successfully improved the seventh year students' writing competency at SMPN 6 Singaraja in academic years 2014/2015. The conclusion could be drawn from the result of research as follows:1. The process of teaching and learning writing using clustering technique process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas and most of the students are enthusiastic to learn writing subject using clustering technique. It can be seen on the result of observation in the class that most of the students feel enjoyable and happy in teaching learning process. 2. Generally writing, there are reduced number of students who were not competent in writing at SMPN 6 Singaraja. It can be proved from the following fact. Competency-wise, the students' writing competency had been improved from a mean score of 57.3 in preliminary observation to a mean score of 70.4 in Cycle I and 77.14 in Cycle II. 3. The students' writing competency in descriptive and procedure texts had been improved viewed from the performance indicator in the preliminary observation, Cycle I and Cycle II. In other words, the students were more competent in describing a person, an object, an animal or an idea. Similarly, they were also more competent in describe how something is achieved through a sequence of actions or steps briefly.

The number of students who still had problems in each of the first descriptive and procedure texts

indicators was reduced continually in the preliminary observation, Cycle I and Cycle II. 4. The continued improvements of the students' writing competency in descriptive and procedure texts in the preliminary observation, Cycle I and Cycle II had been made possible since the students were very much assisted by the clustering technique in describing an object, an animal or an idea and describe how something is achieved through a sequence of actions or steps . Students were also very enthusiastically involved in the teaching and learning processes.

SUGGESTION

Learning from an impressive improvement of the technique in writing at SMPN 6 Singaraja, the writer suggested that the teacher should used various techniques in the classroom because it can motivate their students and they will not get boring easily Clustering technique could improve students' writing ability, It is suggested that the English teacher implement the clustering technique as an alternative technique in writing subject. For students, they should be assisted with the other technique that is appropriated with the subject which will be discussed in the learning process which makes them easy to express their ideas, feelings, thoughts and the likes. So, it makes the learning process more fun and easy to understand by the students. The writer also suggested for other researcher, the result of this study can be used as an additional reference with different discussion.

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