THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT THE EIGHT GRADE OF UPTD SMP NEGERI 5 GUNUNGSITOLI IN 2022/2023

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is indispensable in the field of education. In many countries children are taught and encouraged to learn English as a second language. We can see that many science and technology curriculums are written in English even in countries that are not official languages such as Indonesia. English is also widely recognized as a university language. Many of the world's leading universities are English-speaking schools. Since English is the mainstream in science and international studies, most research studies found in a particular discipline are also written in English. At the university level, students from many countries study almost all subjects in English, making it easy for international students to access materials.

In learning English, students have to deal with four language skills (listening, speaking, reading, and writing) and this learning is supported by language components such as grammar, vocabulary, and spelling. These four skills are related to one another. Consequently, an English teacher must consider these four skills in dealing with English material. Teachers must not leave one skill behind another so teaching these four skills must be carried out in an integrated and comprehensive manner. In this study, researcher focused on writing. Writing is giving birth to thoughts or feelings or it can be said to put the ideas of the writer into written form, so that the intentions of the writer can be known by many people throught the writing that is written. According to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. So, the students need to master writing skill because it can be used to express the students' ideas as well as feelings and communication with others.

Raimes (1983) states that writing is one of skill that is important for students because of some reasons. First, writing makes students strong in grammatical structure, idioms, and vocabulary. Second, writing makes students apply the language they have learned. Third, writing strengthens students to express their ideas in correct words and sentences. Therefore, students need to be involved in writing.

Based on the 2013 curriculum syllabus at UPTD SMP Negeri 5 Gunungsitoli, writing recount text must be learnable by every student. The basic competency is composing oral and written recount texts, very short and simple, related to personal experiences in the past, taking into account social functions, text structure, and linguistic elements, correctly and in context.

Based on preliminary observation made by researcher at UPTD SMP Negeri 5 Gunungsitoli, researcher found several problems related to the learning process, especially in recount text, namely: first, the students are not able to differentiate the form of regular and irregular verbs in past tense. Second, the students are not able to compose words provided properly. Third, students are less able to conclude a story, and the last is lack of methods or techniques used by teacher that make students interested in making recount text.

To overcome this problem, an English subject teacher needs other innovative and interesting techniques in teaching writing. In addition, this technique meets the needs and interests of students. In the process of teaching and learning, many techniques can be applied in learning to write. One of them is clustering technique. Clustering is a technique for turning a broad subject into a limited, more manageable topic for short essays or texts. According to Langan (2005:27) in Hendrawaty and Ambarwati (2017) clustering is also know as diagramming or mapping which is another strategy that can be used to generate material for a paragraph. According to Hendrawaty and Ambarwati (2017) say that clustering is a technique to turn a broad subject into a limited and more manageable topic for short essay or text. Clustering technique is also know as diagramming or mapping. The advantage of this technique is that students can find as many words, ideas, concepts

related to a given topic, can stimulate their ideas and organize their ideas before they are developed into paragraphs.

With regard to the explanation above, that is the reason why researcher use clustering techniques in writing recount text. Therefore, the researcher conducted a classroom action research with the title : **The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text At the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022 / 2023.**

1.2 Identification of the Problem

Based on the background of the problems above, there is an identification of problems as follows:

1. The students are not able to differentiate the form of regular and irregular verbs in past tense.
2. The students are not able to compose words provided properly.
3. The students are less able to conclude a story.
4. Lack of methods or techniques used by teacher that make students interested in making recount text.

1.3 Limitation of the Problem

Based on the explanation of the background of the problem above, the researcher limits the problem. In this study, the researcher only focused to improving student achievement in writing recount texts in class VIII at UPTD SMP Negeri 5 Gunungsitoli in 2022/2023.

1.4 Formulation of the Problem

Based on the focus above, the researcher formulates the problem "How does technique clustering can improve sudents achievement in writing recount text at the eighth grade of UPTD SMP Negeri 5 Gunungsitoli".

1.5 Objective of the Research

The purpose of this research is to improve student achievement in writing recount text by using clustering technique.

1.6 Significance of the Research

1. Theoretically

    For researcher, as an opportunity and a way to develop knowledge and experience by increasing student achievement in writing recount text.

2. Practically

    a. For students, conducting research can help students find out the mistakes they made, so that in the future they can find out their vocabulary and ability to express their ideas in recount text.

    b. For teachers, this can increase the ability of teachers to enrich their knowledge in improving student achievement in writing and appropriate in class such as strategies, materials, media and so on.

    c. For other researcher, this research can be used as reference material and sources in conducting future research in the same field.

CHAPTER II

LITERATURE REVIEW

2.1 Theoritical Framework

2.1.1 Writing

1. **The Definition of Writing**

Writing is one of the important skills that must be learned. Writing is a good way to develop students' English skills. Writing is a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In writing, some ideas are formed in sentences which are arranged in a good way and related to each other so that the information can be received. According to Nunan (2003 : 88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In addition, Harmer (2004: 86) stated that writing is a process that what we write if often heavily influenced by the constraints of genres. Then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. Hyland (2003: 9) supported that writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic. It means that writing is one of the important skills that must be learned. Writing will make students learn any aspects of language such as grammatical aspect and language used. In shorts, writing is a good way to develop students' English ability.

From the various opinions above, it can be concluded that writing is a process that is carried out by someone in expressing ideas in the form of fairy tales and so on which cannot be separated from genres.

2. The Importance of Writing

Writing is very important for education because writing can make it easier for students to think. Learning to write is very necessary for students because they can put their ideas into written form that is good, correct and interesting. According to As Walsh (2010) in Blanka F.K (2013) writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

3. Process of Writing

Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. According to Tribble (1996:37-39) in Megawati (2019) the writing process is more complex than this, of course, and the various stages of drafting, reviewing, re-drafting and writing, etc, are done in a recursive, way: we loop backwards and move forwards between these various stages. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. Brown (2001, p. 336) writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process.

The writing process usually involves several steps. A typical sequence is comprised of three steps: prewriting, drafting, and,

revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating. In other words, each writer has a preferred way of approaching the writing process, from simpler to more complex depending on the level of the learners, and the purpose of writing. These steps generally are implemented in sequence, but in process writing the writing process is not necessarily a linear learning process, rather more of a recursive or spiraling process as the learners move around these steps, sometimes going forward and retracing their steps. For example, brainstorming, one skill that is important particularly for the prewriting step, can be exercised again and again at different stages if the learner needs new ideas later in the process. Learners can achieve their writing goals through the process in different ways.

2.1.2 Recount Text

1. **Definition of Recount Text**

   Recount text is a kind of text that tells a story of certain experience. The communicative purpose of the text is to retell events as information or entertainment. Writing a recount text is purpose to help student in memorizing about an events or experiences in a kind of sequences story by follow the generic structure of recount text, orientations, events, and reorientation. Writing a recount text also develops student ability in using past tense and connector, such as first, then, after then, next, finally.

   There are some definitions about recount text based on some experts. According to Purwanti in Rosalinah et al. (2020), recount text is a type of text that has the main function or communicative purpose to tell the reader or listener or viewer about past event or past experience. It means that recount text is a text that tells the reader about something happened in the past. Similar with Mark and Kathy in Nasution (2015) recount text is a piece of text that retells

past events, usually in the order in which they happened". It means a recount text consists something happened in the past events chronologically. According to Joko in Rosalinah, et al. (2020) said that recount text is used to retell about an event that has occurred in the past. This means that recount text is written when the writer actually had experienced it in the past and it is really happened in the past.

From the definition above, it can be conclude that recount is a text that is retelling the past events or describing an experience chronologically. Because the text tells the past event, the tense should be past tense. Therefore, language used and sequence are very important to avoid misunderstanding to the reader.

2. Generic Structure of Recount Text

In writing a good recount text, there are some generic structures that the students should know in order to make the text coherence to each paragraph. According to Stubbs (2000: 8), the generic structure of recount text consists of three parts, namely orientation, events and reorientation. The further explanation about generic structure in recount text is depicted below.

1. Orientation

Orientation is the first constituent of generic structure that must be included in a recount text. Orientation is the main introduction to decide what kind of text that the students were carried out. It represents how the text will be going to be. Moreover, the language that students used must be in-line with the rule of text such as time connection usage, it must be appeared in order to present the exactly time when the story has happened. If the students fail to write a clear orientation of text, then it will affects to the next step in writing a text, even the whole text and it will make the readers confuse about what they are going to tell. From the analysis result of the language used in

orientation, all of students are almost succeed in write the orientation of recount text in their composition. A few of students were able to write a good construction of orientation. They made it as clearly as it should be. They wrote the past event using past tense and kept it straight. However, there was also one student who wrote the orientation using simple present tense, it is Text. Nevertheless, it does not mean that her orientation is not readable. From the analysis above, the researcher thinks that all students still have the competence of writing orientation precisely. To sum up the explanation, it can be concluded that all of students might have some difficulties in writing the orientation, but it does not rule out the possibility they will be better in writing orientation in the next opportunity.

2. Events

This part tells what happened in sequence. It gives more information about the story and gives the details of what, who, where, and when. The events can be told in chronological order (the order in which they happen) use conjunction or connectives like: first, next, then, finally, and so on. This part also tells how the characters of the story react to the complication.

3. Reorientation

Reorientation is a conclusion of the events or the end of the story. It is offers personal opinion or comment of the recount text. Reorientation generally refers to some of the information in the orientation paragraph.

The following text is the example of generic structure recount text.

My Family

Orientation [11]

Two weeks ago, I and my family were in my grandpa's hometown. It is our annual agenda every holiday in the end of semester. Unfortunately, it was rainy season there.

Events

It rained almost every day there. We had no enough time to visit some tourist places there because of the rain. We had no enough sunlight even to dry up our laundries. As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoor to spend the holiday together. The activity we choose that day was making funny videos directed by me. Finishing the videos, we edited them and made them uploaded in youtobe.

Reorientation

By doing this, we could kill our boredom of staying at home because of the rain and made a creative activity instead.

3. **Types of Recount Text**

According to Sitorus and Sipayung (2018) in Sianipar at al. (2020) [20] various types of recount text can be seen from two aspects; First, in the personal recount. It is a recount text that serves to tell about the author's personal experience. The second can be seen in the factual recount. It is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports. The last, it can be seen in an imaginative recount. It is a type of recount text that serves to present an imaginative story (Mediska & Adnan, 2019).

4. The Language Features of Recount Text

Besides the generic structures of recount text, the writer also should know about the language features that used in recount text. Language feature of the text is the essential part in writing a text. It also can be used to identify what kind of the text is. Anderson (2005: 50) defined them as follows:

1. Proper Noun

    Proper noun in recount text is used to identify who are those involved in the text.

2. Descriptive Words

    Those words are used to give details about what, when, where, and how. Descriptive words are usually adjective that used to describe the noun or personal attitude, like happy, wonderful curious, fun, etc.

3. The Use of Past Tense

    Recount test is a text that retell someone experience and of course it used in simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.

4. Sequence Maker

    Sequence maker means words that show the order of events (for example next, first, then).

According to Council (2008) in Sinthianuary at al. (2020) there are some language features of recount text as follows:

a. Written in the past tense.
b. Words that show the order of events (then, next, first afterward, just, before that, at last, meanwhile).
c. The subject of a recount tends to focus on individual or group participant (third-person: they all shouted, she crept out, it looked like an animal of some kind).
d. Personal recounts are common (first person: I was on my way to school … We get on the bus).

11

e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story).

2.1.3 Clustering Technique

1. Definition of Technique Clustering

Technique is a method used to solve a particular problem. According to Buscemi (2002) in Sumartini at al. (2018) clustering is a technique that helped the students to find and develop ideas. Clustering technique is pre-writing activity used by writers to produce ideas in diagramming or mapping form. According to Hoshima and Hogue (1991) in Husna (2019) define clustering technique as another way of brainstorming technique in pre-writing process besides listing and free-writing that is used generate ideas after topic is chosen and narrowed to a specific focus. Langan as quoted by Eromana & Hafizh (2014) in Meutia at al. (2019) clustering technique is a technique that can be used to generate an idea in writing. It seems that the technique is very useful for the students because it can make the students to explore many ideas without hesitate or doubt and help them in solving their problem.

In addition, the clustering technique is the most commonly technique used in prewriting activity. It is a way of brainstorming technique that uses the right brain, non-linear, visual structures of ideas, whole pattern and part of their mind (Folit, 2009). Moreover, the clustering technique makes the students more creative and enjoyable part of the students' brain to associate their ideas which the students are able to find the patterns and create meanings (Folit, 2009). Furthermore, clustering technique is another prewriting technique that allows the students to gather ideas. It also suggests the ways in which the distinct ideas should be related logically which help the students can get a sense of how the writing could eventually be arranged (Rambo, 2014). It seems that clustering is one of the

effective ways for prewriting activity. It can explore many ideas from the mind which helps the students to develop an idea before starting the writing activity.

2. **Steps in Using Clustering Technique**

There are some steps in using clustering technique (Folit, 2009). First, write the main topic in the middle of the paper and circle the topic. Second, write down new ideas related to the main topic and take a line of the central idea. Third, continue to write the ideas until they run out or time is finish and then make a circle. Finally, write the ideas without hesitation about perfection.

According to Clouse (2005:24-26) in Hendrawaty and Ambarwati (2017) clustering is a way of generating and connecting ideas visually. Here are the steps of clustering, namely :

1. Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.
2. Write ideas relating to the topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.
3. Write down ideas, examples, facts, or other details relating to each idea and join to the appropriate circles.
4. Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.
5. Keep going until we can think nothing else relating to our topic. Then see a set of cluster that have done, of one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing

13

There are steps of clustering technique according to Meyer (2005: 6-7) in Suheni, namely:

1. Write your subject in the middle of the page and the circle it.
2. You write related ideas around the circle as they occur to you.
3. Then you circle the ideas and connect them to your subject cirlcle.
4. These related ideas are like branches.
5. You can then add more branches to the subject circle or to the related ideas as they occur to you.

Based of the expert's explanation above, the researcher modified the clustering technique to be as follows:

1. Take a piece of paper and write the main topic in the center by circling it.
2. Write down ideas related to the topic.
3. You can circle the ideas and relate them to the subject.
4. Write down facts, example and other details relating to each idea and join them in the appropriate circle.
5. Write down ideas without hesitation.
6. Keep going until you can't think of any other rights related to the topic, then see if the clusters that have been created are enough to start a draft and cross out irrelevant words and phrases, after that start drafting.

3. **Advantages of Clustering Technique**

In writing process, there are some advantages of using clustering technique :

a. Clustering technique can stimulus students' ideas. It means that this technique helps the students' produces ideas as much as possible.

b. Clustering technique guides the students to compose the ideas into good composition of writing. It will make the students have good product of writing that easy to understand by reader.

c. Clustering technique makes students think more creative and motivate the students to write because it guide the students in writing and also make the students focus on their thought as much as possible. Furthermore, it makes the sudents are not bored in composing writing text.

d. Clustering technique is adaptable for all ages of students. In others word, clustering technique an be used by everyone in pre-writing stages and all of English level such as intermediate, advance even beginner.

e. Clustering can be used for any kind of writing text. It uses in the beginning of writing in order to plan writing or in order to find topic to organize information. Writer also can use clustering to plan brief section of text as they are drafting

4. **Disadvantages of Clustering Technique**

a. The students were difficult to find words related to the topic because lack of vocabulary.

b. Not all the students can think fast to find the ideas from the topic.

c. Class might would be noisy during learning for all group because students were busy the discussing.

d. The students need more control and it would be taken a lot of time to make students understand.

5. **Writing Test**

The written test is a form of written test given by the teacher to students to find out the increase in the use of clustering technique in writing recount text. To evaluate the increase in learning, the researcher used a test. The test is applied at the end of the teaching and learning process in each cycle. The test used in this study are

15

pre-test and post-test in the forms of essay. According to Oemar Hamalik (2001: 49) essay test is a form of test consisting of one or several essay questions, namely questions that require certain answers by individual students based on their own opinions. Each student has the opportunity to give their own answer that is different from the answers of other students. The method of implementation is: creating a question, instructing students to work on it and after that the researcher collects the student's answer sheets and assesses them.

To assess students answer sheets, the following assessment guidelines are needed:

Table 2.1.1

Scoring Rubric of Students" Writing Ability of the Recount Text Generic Structure

Aspect of Scoring Generic Structure of Recount Text	Score	Level	Criteria
Orientation	24 – 28	Excellent	Relevant orientation in detail Simple past tense mastery
	19 – 23	Good	Rather less relevant detail of orientation simple past tense mastery
	14 – 18	Average	Less relevant detail of orientation Frequent error simple past tense
	9 – 13	Poor	Unrelated orientation Error simple past tense
Events	56 – 60	Excellent	Relevant event in detail Clearly ideas Simple past tense mastery
	51 – 55	Good	Rather less relevant detail of event Logical idea but incomplete sequence Simple past tense mastery
	46 – 50	Average	Less relevant detail of event Ideas confused Frequent error simple past tense
	41 – 45	Poor	Unrelated event Lack of idea Error simple past tense
	10 – 12	Excellent	Relevant reorientation in detail

16

			Simple past tense mastery
Reorientation	7 − 9	Good	Rather less detail of reorientation Simple past tense mastery
	4 − 6	Average	Less relevant detail of reorientation Frequent error simple past tense
	1 − 3	Poor	Unrelated reorientation Error simple past tense

Source: https://jurnal.uin-antasari.ac.id/index.php/let/article/view/3077

2.2 Conceptual Framework

Writing is one of the four language skills needed to improve the quality of learning. With writing skills, students are expected to be able to express ideas, ideas, thoughts and feelings in written form. In a study it can be assumed that writing is an embodiment of understanding and absorption students to various things that are obtained during the learning process including in learning language.

Based on observations made by researcher at UPTD SMP Negeri 5 Gunungsitoli, it was found that students were unable to express their ideas in writing, students were unable to develop texts because of the limited vocabulary they had. To solve this problem, the researcher uses one of the techniques in writing, especially in writing recount text, this technique is the clustering technique. In the clustering technique, students write a topic in the middle of a piece of paper, then write ideas suggested by surrounding topics, connect them to the topic with lines, and follow the same procedure with their subtopics. The advantage of this technique is that students can find as many words, ideas, concepts related to a given topic, can stimulate their ideas and organize their ideas before they are developed into paragraphs.
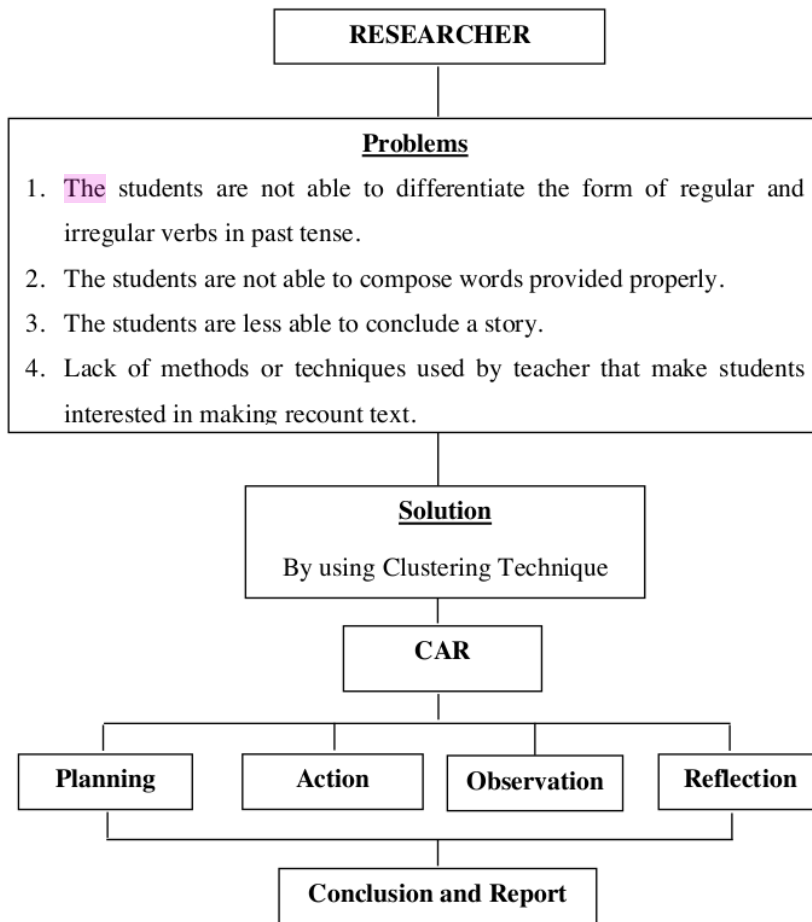
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│                         Problems                               │
│  1. The students are not able to differentiate the form of     │
│     regular and irregular verbs in past tense.                 │
│  2. The students are not able to compose words provided        │
│     properly.                                                  │
│  3. The students are less able to conclude a story.            │
│  4. Lack of methods or techniques used by teacher that make    │
│     students interested in making recount text.                │
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                    ┌─────────────────────────┐
                    │        Solution         │
                    │  By using Clustering     │
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│ Planning │ │  Action  │ │ Observation │ │ Reflection  │
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                 │  Conclusion and Report    │
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Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODS

3.1 Type of the Research

In this research, the researcher tries to apply classroom action research to improve student achievement in writing recount text. According to Wulandari (2019) in Wanni (2022) explain that classroom action research is the methodical gathering of information for the sake of social change. Also classroom action research is a study of people conducted by practitioners to improve and understand professional practice. The characteristic of classroom action research is inquiry, reflective, and collaborative.

According to Cohen and Manion (1980) in Purrohman (2018) classroom action research is mini scale intervention for action in the real world and careful inquiries to that intervention effects. Wiriaatmaja (2005) in Purrohman (2018) CAR is how a group of teachers organized their learning practice condition, and learn from their own experiences. They can try their improvement ideas inside their instruction processes, and see real effects from the efforts. Kemmis (1992) in Purrohman (2018) Action research as a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their on social or educational practices, their understanding of these practices, and the situations in which practices are carried out.

CAR have main objectives and additional objectives as described below:

a. The first main objective is to improve and upgrade professional services of teachers in learning process. This objective can be reached by doing some reflections to diagnose the condition, then systematically tried some alternatives learning model which practically and theoretically can solve the problems.

b. The second main objective is to do teacher skill development based on the needs to solve actual problems related with learning activities. This objective based on three points, namely : implementation needs grow from

c. The teachers, exercising processes happened hand on and mind on, not in artificial situation, and the product resulted have values, because implemented scientifically.

d. Additional objective is to grow up research milieu in the community of teachers.

Based on the definition above, classroom action research is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes better than before. To achieve this goal, CAR is carried out cyclically, consisting of four stages: planning, action, observation, and reflection.

3.2 Procedure of the Research

The procedure for conducting this research is described in several cycles. Where the cycle consists of four components, namely planning, action, observation and reflection. According to Purba Uni Wanni (2022) the four components that are in classroom action research can be explained below:

a. Planning

In planning, researcher need to make observations, problem solving, planning determination, and preparation. In observation, the researcher identified the problems in the class and held discussions with the teacher. After that, in problem solving, researcher and teacher agreed to improve student achievement in writing recount text through clustering techniques. After the indicated problems were solved, the researcher made a study plan which was used to teach students and prepare for action. The researcher made an English vocabulary learning plan and prepared the necessary facilities for action such as lesson plans, attendance lists, and post-test questions. Then the researcher prepared an observation sheet. Researcher does this to confirm the involvement of students in the learning process.

b. Action

Action is the second step in this research. The action was carried out in two meetings and was carried out for 1 x 45 minutes each. This step motivates students and creates text using clustering technique. In carrying out this action, the researcher used a story title as material for students to improve their achievement in writing recount texts.

c. Observation

In this step, the researcher observed the teaching process. it was found that in the learning process there were still students who were less able to express their ideas in writing because of their lack of vocabulary. Every student who is also active in the learning process will begin to express their ideas in the form of a chart using the clustering technique.

d. Reflection

In this stage, the researcher analyzes and evaluates the results of observations and looks for a way out to improve students' weaknesses in writing texts.

3.2.1 Cycle I

The first cycle will held in two meetings. One meeting lasts 90 minutes. The researcher describes the activities in the classroom which teaching material was recount text and clustering technique.

1. Planning
   a. The researcher prepare the syllabus and compiled the lesson plan
   b. The researcher prepare learning materials about recount text
   c. The researcher prepare observation sheet
   d. The researcher prepare observation sheet of students activities
   e. The researcher prepare field notes for researcher and collaborator
   f. The researcher prepare a list of students attendance.

2. Action
   a. Pre teaching- learning activities
      - The researcher enter the classroom.
      - The researcher greets the students and asked their condition.

- The researcher asked the students to pray.
- The researcher checks the student's attandance list.
- The researcher motivate the students to be active during learning activities.
- The researcher asked the students to create a conductive situation.

b. Whilst Teaching-learning Activities
- The researcher introduces a new material to the students.
- The researcher explains the purpose of learning for student's.
- The researcher trainee asked the student's prior knowledge about the topic.
- The researcher explained the recount text (definition, the generic structure, language features and the examples of recount text).
- The researcher explained about clustering technique for students
- The researcher asked the students to make recount text using clustering technique individually with the same topic.
- The researcher provide opportunities for students to asked difficult things in making texts.
- The researcher answer questions from students.

c. Post teaching – learning activities
- The researcher concludes the material.
- The researcher choses one student to pray.
- The researcher greets the students to close the teaching learning process.

3. Observation
a. Researcher and collaborator observe the process of students learning outcomes
b. Researcher and collaborator observe students activities during learning.

4. Reflection

Deciding strengths and weakness from acting of second cycle.

3.2.2 Cycle II

Cycle two will held in 2 meetings. One meeting lasts 90 minutes. The researcher describes the activities in the classroom which teaching material was and clustering technique.

1. Plan

   a. The researcher got the syllabus.

   b. Making the lesson plan

   c. The researcher prepare learning materials

   d. The researcher prepare observation sheet

   e. The researcher prepare observation sheet of students activities

   f. The researcher prepare field notes for researcher and collaborator

   g. The researcher prepare a list of students attendance.

2. Action

   a. Pre Teaching – Learning activities

   - The researcher enter the classroom.

   - The researcher greets the students and asked their condition.

   - The researcher asked the students to pray.

   - The researcher checks the students attendance list.

   - The researcher motivate the students to be active during learning activities.

   - The researcher asked the students to create a conductive situation.

   b. Whilst Teaching – Learning Activities

   - The researcher giving the material

   - The researcher explains teaching recount text with clustering technique

   - The researcher gives the test to students by applying clustering technique

23

- The researcher provide opportunities for students to asked question
- The researcher answer questions from students.
- Researcher collect students answer sheets

c. Post Teaching – Learning Activities
- The researcher concluded the material
- The researcher choose one of the students to pray
- The researcher greets the students to close the teaching learning process.

3. Observation

a. The researcher and collaborator observe students learning process

b. The researcher and collaborator observe students activities when learning process.

4. Reflection

a. The researcher analyzed and evaluated the result of the observation.

b. Deciding strengths and weakness from acting of second cycle.

3.3 Setting and Schedule of the Research

3.3.1 Setting of the Research

The location of researcher is UPTD SMP Negeri 5 Gunungsitoli, which is located on education road No. 01 Ilir Village, Gunungsitoli District, Gunungsitoli City.

3.3.2 Schedule of the Research

The researcher was conducted the research on May – June 2023 at UPTD SMP Negeri 5 Gunungsitoli. Regarding to the schedule of the learning process that implement in the school.

3.4 Subject of the Research

In this research, the researcher choses students of class VIII at UPTD SMP Negeri 5 Gunungsitoli as research subject.

24

3.5 Variables of the Research

In this research, there are two variables used, namely the independent variable and the dependent variable. Independent variables are variables that play a role in influencing other variables (X). Variable X in this research is the clustering technique. While the dependent variable is a variable that is used as a factor that is influenced by one or a number of other variables (Y). Variable Y is writing recount text.

3.6 Instrument of the Research

The research instruments in this study consisted of three instruments, namely: observation sheet, field notes, and evaluation sheet

a. Observation Sheet

Observation is a data collection method that is carried out to observe and review carefully and the researcher and his collaborators record information as they witness during the research and directly at the research location to find out the conditions that occur and then use it to prove the truth of the research design being carried out.

b. Field Notes

Field notes were made during field research which contained weaknesses and strengths in using the clustering technique. However, field notes also contain unexpected activities during or after they occur in class.

c. Evaluation Sheet

Evaluation sheet is a technique used to collect quantitative data. Evaluation sheet is used to determine students achievement using the clustering technique. Below is a form of evaluation sheet:

Evaluation Sheet

Name   :

Class   :

1. Write down recount text about your holiday using the clustering technique.

3.7 Data Collecting Technique

Data collection techniques in this study are observation sheet, field notes and evaluation sheet.

3.8 Indicators of the Research

The indicators that can be found in this study are as follows:

No	Aspect	Indicators
1.	Writing	Students' ability to express ideas in writing text.
2.	Clustering Technique	The use of clustering techniques as a learning tool to increase students' knowledge or achievement in writing, especially recount text, can be measured using an assessment questionnaire.
3.	Students' Achievement	Can be measured by using clustering technique in recount text.
4.	Recount Text	The text that is learned can be measured by evaluating it.
5.	Eight Grade	Classes that are the subject of research that can be measured with good data in the form of age, level of education, etc.
6.	UPTD SMP Negeri 5 Gunungsitoli	UPTD SMP Negeri 5 Gunungsitoli is where the research was conducted, it can be measured by school data (number of students, school background, school vision and mission, etc.)

3.9 Data Analysis Technique

There are two kinds of data in the research, namely qualitative data and quantitative data.

1. Analisys data qualitative

Qualitative data was carried out starting from observations, questionnaires, and interviews during the study. The data analyzed in this study are qualitative data and quantitative data. Qualitative data was

carried out starting from observations sheet during the study. There are three data analysis techniques according to Asrori (2020), namely data reduction, data display, and drawing conclusion.

1. Data Reduction

    Data reduction is an analytical process to select, focus on, simplify, abstract and transform data that emerges from field notes. Data reduction is carried out with the consideration that the data obtained from the field is quite a lot, for that it needs to be selected according to the needs of solving research problems.

2. Data Display

    Miles & Huberman in Asrori (2020) the data already reduced, the next step is to present the data. Presentation of data as a collection of structured information and provides the possibility of drawing conclusions and taking action. Presentation of data is used to further enhance understanding of cases and as a reference for taking action based on understanding and analysis of data presentation.

3. Drawing Conclusion

    Drawing conclusions is the result of research that answers the focus of research based on the results of data analysis. Gunawan in Asrori and Rusman (2020) explains that conclusions are presented in the form of descriptive research objects guided by research studies. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. If the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

In the process of analyzing the observation sheet, the researcher will use the following formula by Asrori (2020), as follow:

$$P = \frac{F}{N} x\ 100\%$$

Which :

P   = The Percentage level of student learning activity

F   = Total value of the level of student learning activity

N   = Total value of the ideal student learning activity level

Table 5.7.1

Classification of Action Achievement Levels

Percentage	Classification
92-100	Very good
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

2. Analisys data quantitave

   In analyzing quantitative data can be found by using tests, from students answer sheets researcher will get the data about students achievement. To find out the results of the evaluation sheet, the following formula is used:

$$S = \frac{B}{N} \times 100$$

Note:

S   : Score

B   : The amount of students' obtain

N   : The total score/score maximum

28

The researcher was classify the scores obtained by students using a scale which can be seen in the table below, as the level of students achievement criteria, namely as follows:

Table 5.7.2

Learning Compliteness Criteria

Score	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
<40	Very less

Source : Nurpratiwi (2015)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Findings
4.1.1 Research Settings

The location of the research was held in UPTD SMP Negeri 5 Gunungsitoli. It was located in Pendidikan Street No.01, Gunungsitoli District, Gunungsitoli City. The total numbers of the teachers in the school consisted of 31 persons and educational staff data consisted 4 persons where the English teachers consisted of 4 persons. The total number of the students were 433 persons, 209 girls and 234 boys. The total numbers of clasess were 14 classes where the class VII consisted of 5 clasess, class VIII consisted of 5 clasess, and class IX consisted of 4 clasess. Besides that, there is also a headmaster's room, administration room, library, Islamic religion room and guidance and counseling room.

Furthermore, UPTD SMP Negeri 5 Gunungsitoli is an outstanding school where the school was selected as an adiwiyata school at the Gunungsitoli city level in 2019. And has also sent 1 boy scout team to represent Kwarda North Sumatra at the Padang Pajang City national cultural camp in 2019. However, the environment at the UPTD SMP Negeri 5 Gunungsitoli it really disrupted the learning process because the school's location was very close to the main road and also the music from residents' homes which really disturbed the learning process.

The subject of this research was the eighth grade students especially class VIII-A which consisted of 23 students. There were 16 girls and 7 boys. The researcher conducted the research with the approval of the principal of UPTD SMP Negeri 5 Gunungsitoli. In conducting this research, the researcher has carried out four procedures, where the procedures are: planning, action, observation and reflection. During the research, the researcher was accompanied by an English teacher at UPTD SMP Negeri 5 Gunungsitoli. The English teacher acted as a teacher-collaborator to observe the activities of researcher and students during the

teaching and learning process. Researcher need the help of an English teacher so that research activities can run well and research results can be valid. All students were present during the study. This research was conducted in two cycles, each cycle consisting of two meetings.

4.1.2 The Explanation of Clustering Technique to Improve Students' Achievement in Writing Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli

In conducting the research, the researcher took two cycles where one cycle consisted of two meetings.

1) Cycle 1

In conducted Cycle I, the researcher carried it out in two meetings. Each meeting consists of planning, action, observation and reflection. The first meeting was held on Tuesday 27 June 2023 in the third lesson until it was finished and the second meeting was held on Saturday 1 June 2023 in the 1st to 2nd periods. All meetings were held in class VIII-A UPTD SMP Negeri 5 Gunungsitoli. The total meeting time is 4x45 minutes. Cycle I was carried out with the following procedure:

1. First Meeting

The first meeting was held on Tuesday 27 June 2023. This meeting took place in 2x45 minutes at the 3rd hour until the 4th period. This meeting starts with pre-teaching learning activities, then continues whilst-teaching and learning activities and finally in post-teaching learning activities. Researcher do it with the following steps.

a. Planning

In planning, researcher have prepared several things that are used in learning activities, namely: getting syllabus, Lesson plan, student attendance lists, materials, observation sheets for students and also researcher, field notes. Syllabus As a reference in preparing lesson plans, for all subject studies, or managing learning activities and developing assessments of learning outcomes; RPP

as a guideline for the implementation of teaching and learning process activities where in the RPP there are so-called learning activity steps, such as initial activities, core activities, and closing activities; attendance list to check student attendance in teaching and learning activities; material as a tool to integrate students' abilities in writing, especially recount text; observation sheets for students and researcher as self-reflection on activities carried out by researchers and students; field notes as material for reflection for researchers to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in class; evaluation sheets to make it easier for students to understand the material, concise learning resources and facilitate the implementation of learning, and also to find out the increase in students' ability to write.

b. Action

After planning is complete, the researcher carries out the action in the classroom. Researcher and collaborator teacher enter the classroom. The teaching-learning process consisted of pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities. In the pre-teaching the carried out several activities, namely: the researcher started by greeting students, asking about the condition of the students, asking students to pray before starting the lesson, after praying the researcher checked the presence of students, and gave motivation for students to be enthusiastic in participating in the learning process. Next, in the whilst-teaching-learning activities: the researcher informs students of new material, the researcher informs the learning objectives, asked students' knowledge of the material to be discussed, the researcher explains material about recount text to the students starting from definition, generic structure, language features and examples of recount text. After that, the researcher

explained the technique used, namely: the clustering technique. the researcher explains about the meaning to the steps.

c. **Observation**

The observation sheet is divided into two parts, namely observation sheets of researcher activities and student activities. Observations were made by teacher-collaborator while researcher implemented actions in the teaching and learning process by applying clustering technique. Teacher-collaborator write down all the activities that occur in the teaching and learning process.

1) **The Researcher's Activities**

Based of the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher can be classified in the table below:

Cycle	Meeting	Criteria	Frequency	Percentage
I	First meeting	Done	16	67%
		Undone	8	33%

Table 4.1 The Researcher' Activities in the First Meeting Cycle I

Based on the results of the researcher' activities in the first cycle of the first meeting, the researcher found the following weaknesses:

1. Researcher do not asked students to create a conducive situation
2. The researcher did not convey the learning objectives.
3. Researcher do not conclude the material that has been discussed.

There are also strengths of the researcher's activities as follows:

1. Researcher can provide attention and motivation to all students.
2. Researcher can explain learning material out loud.

The results of the research activities above are classified as low because there are several activities that have been prepared but not carried out. To achieve satisfactory results, researcher must improve and prepare for the next meeting.

2) The Students' Activities

Based on the result of students' observation sheet, the students' activities in the first meeting of cycle I, as follow:

Cycle	Meeting	Criteria	Frequency	Percentage
I	First meeting	Done	365	79%
		Undone	187	21%

Table: 4.2 The Students' Activities in the First Meeting Cycle I

In this meeting the researcher found several student weaknesses in carrying out activities in the first cycle of the first meeting, namely:

1. Some students are less conducive so they are not serious in participating in learning.
2. Some students lack focus in following the steps of the clustering technique that the researcher applies to them.

In addition, there are also strengths found by collaborator teacher at the first meeting of cycle I, as follows:

1. All students at the first cycle I meeting were present.
2. Students can appreciate researcher and respond to greetings from research.

The results of student activities are that most students do not carry out activities during the learning process. Students did not take the learning process seriously, students were not conducive in class, students did not answer question from the researcher, students did not seriously listen to the researcher's explanation, some students did not seriously follow the researcher's instructions in carrying out the clustering technique in writing recount text.

d. Reflection

In the statement above, describes some of the weaknesses that have occurred during the learning process, namely the researcher asked the previous material to the students so that it took time and made the class atmosphere uncomfortable. Therefore, researcher cannot carry out complete activities. This causes some students not to focus on participating in teaching and learning activities. Based on the results of the observation sheet that was explained in the previous section, the researcher made several improvements at the next meeting, namely:

1) Repairing and rearranging lesson plans sequentially so that researcher can carry out the teaching and learning process properly.
2) The researcher asked the students' to listen the researcher' explanation about recount text
3) Motivating students to participate in following the learning process.
4) Motivating students to learn recount text and to better understand the use of clustering technique in writing recount text.

2. Second Meeting

The second meeting was held on Saturday 01 june 2023. This meeting took place in 2x45 minutes at the 1st hour until the 2nd period. This meeting starts with pre-teaching learning activities, then continues whilst-teaching and learning activities and finally in post-teaching learning activities. Researcher do it with the following steps.

a. Planning

In planning, researcher have prepared several things that are used in learning activities, namely: getting syllabus, Lesson plan, student attendance lists, materials, observation sheets for students and also researcher, field notes, evaluation sheets.

b. Action

In this action, the researcher carries out several activities with collaborators who are always watching. The actions include: in the Pre-teaching learning activities, the researcher enters the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checks the student attendance list, the researcher motivates students in following the learning process, the researcher asked the students to create a conducive situation. Next, in the whilst-teaching-learning activities, the researcher asked about the material that had been previously taught to students, the researcher reviewed the material about recount text. After that, the researcher explained the steps in writing recount text using clustering techniques. The researcher asked the students to practice the technique with the students in the following steps: the researcher asked the students to take a piece of paper, the researcher invited students to write the main topic of researchers in the center and circle it. the researcher asked students to write down ideas related to the topic, the researcher asked the students to circle the ideas and combine them with the subject, the researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle. The invites students to write down ideas without hesitation so they cannot think of anything else related to the topic, the researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. Next, the researcher asked the students to start the draft. After practicing, researchers provide opportunities for students to asked as their difficulties in making text. However, no one of them asked.

Furthermore, the researcher evaluates students and distributes evaluation sheets as well. Then, students work on the test while being monitored by the researcher. After the students do

the test in the evaluation sheet then submit it to the researcher. Furthermore, in Post-Teaching Learning Activities, researcher conclude the material that has been taught. After that, the researcher told one of the students to lead the prayer after completion of learning and closing the learning process by greeting students.

c. Observation

The results of observation during the teaching-learning process in the second meeting of cycle I, as follows:

1) The Researcher's Activities

Based of the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher can be classified in the table below:

Cycle	Meeting	Criteria	Frequency	Percentage
I	Second meeting	Done	12	71%
		Undone	5	29%

Table 4.3 The Researcher Activities in the Second Meeting Cycle I

Based on the results of the researcher's activities at the second meeting of Cycle I it was found that the researcher had weaknesses in pre-learning such as:

1. The researcher did not provide opportunities for students to ask about their difficulties in using the clustering technique to write recount text.

Besides that, the researcher also found the strengths of his activities in this meeting as follows:

1. Researcher can find out students' writing by using the clustering technique.
2. Researcher can improve student weaknesses based on students weaknesses in the previous meeting.

37

2) The Students' Activities

Based on the result of students' observation sheet, the students' activities in the second meeting of cycle I, as follow:

Cycle	Meeting	Criteria	Frequency	Percentage
I	Second meeting	Done	281	72%
		Undone	110	28%

Table 4.4 The Percentage of Students' Activities in Cycle I

Based on the results of student activities in the second meeting of cycle I, the researcher found the following weaknesses in student activity:

1. Some students pay less attention to the explanation from the researcher

Besides that, the researcher also found the strengths of his activities in this meeting as follows:

1. All students in the second meeting were present.
2. The students are interested in participating in the teaching and learning process because the researcher has motivated them how important it is to learn English.
3. Students take the test seriously and respect the researcher.
4. Students follow the instructions of the researcher.

Based on the results of the students' activity observation sheet above, the percentage of activities during the learning process in cycle I can be seen in the graphic below:
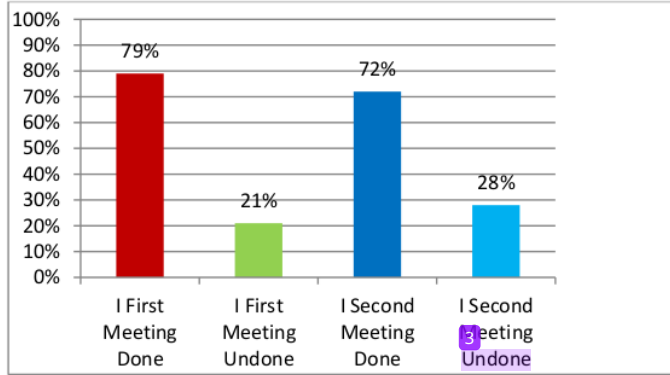
Graphic 4.1 The Percentage of the Students' Activities in Cycle I

Based on the result of the observation sheet research activity above, the percentage of activities during the learning process in cycle I can be seen in the graphic below:
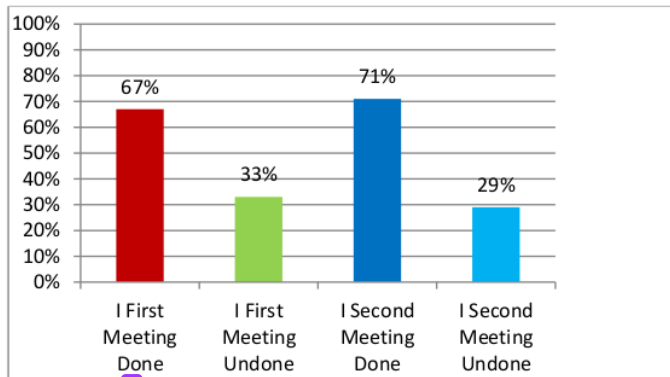
Graphic 4.2 The Percentage of the Researcher' Activities Cycle I

d. **Reflection**

In cycle I of the second meeting, the researcher tested the students' ability to write recount text using the clustering technique. After checking the result of the students evaluation test (essay test) about retelling their experiences about holidays, the lowest score was 51 and the highest score was 76. From the number of students it shows that there were 12 people or 52,17% at the "less level" 6

39

people or 26,08% at "enough level" 5 people or 21.73% at "good level". In addition, the average percentage of student scores is 60. It can be said that the ability of students is at an unfavorable level. These result indicate that the student's score does not meet the Minimum Competency Criteria. The result is their evaluation is explained in the table below:

No.	Criteria	Score	Frequency	Percentage
1	Very good	80-100		
2	Good	66-79	6	26%
3	Enough	56-65	7	30%
4	Less	40-55	10	44%
5	Very less	<40	-	-
Total			**23 Students**	**100%**

Table 4.5 The Percentage Students' Achievement In Writing Recount Text Using Clustering Technique In Cycle I

The previous statement was that the researcher had not succeeded, so the researcher continued to the next cycle. Therefore, to improve and increase student achievement in writing recount text, researcher revise and perfect the planning of teaching and learning activities. Researcher made several improvements to be used in the next cycle, such as:

1. Motivate students to learn more about recount text and its writing structure.
2. Teach students how to make some sentences into past tense.
3. Asking students to bring a dictionary with them when studying English to help them find the meaning of difficult words.
4. Teaches students about grammar, spelling, and punctuation, text organization and conventions.

In Cycle I, the students' score could not pass the MCC. Therefore the students' ability in writing recount text unsuccesfull would be continued to Cycle II.

40

2) Cycle II

In conducted Cycle II, the researcher carried it out in two meetings. Each meeting consists of planning, action, observation and reflection. The first meeting was held on Tuesday 11 June 2023 in the third lesson until it was finished and the second meeting was held on Saturday 15 June 2023 in the 1st to 2nd periods. All meetings were held in class VIII-A UPTD SMP Negeri 5 Gunungsitoli. The total meeting time is 4x45 minutes. Cycle I was carried out with the following procedure:

1. **First Meeting**

   a. **Planning**

   In planning cycle II, the researcher prepared several things such as: syllabus, lesson plans, learning materials, observation sheets for researcher and students, field notes as reflection material for researcher to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in the classroom.

   b. **Action**

   In this action, the researcher carries out several activities with collaborator who are always watching. The actions include: in the Pre-teaching learning activities, the researcher enters the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checks the student attendance list, the researcher motivates students in following the learning process, the researcher asked the students to create a conducive situation.

   Next, in the whilst-teaching-learning activities: The researcher asked the material that had been previously taught to students. Then the researcher reviewed the material that had been taught, the researcher asked the students' difficulties in writing recount text using the clustering technique. after that, the researcher again explained the steps in the clustering technique to the students while practicing it. The researcher asked the students

to take a piece of paper, the researcher invited students to write the main topic of researcher in the center and circle it. the researcher asked students to write down ideas related to the topic, the researcher asked the students to circle the ideas and combine them with the subject. the researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle. The invites students to write down ideas without hesitation so they cannot think of anything else related to the topic, the researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. Next, the researcher asked the students to start the draft. Next, in the post-teaching learning activities, the researcher gave the students the opportunity to ask questions that they did not understand. Then, the researcher concluded the material and asked one of the students to pray. After that, the researcher ended the learning process by greeting the students.

c. **Observation**

The observations was done by teacher-collaborator during the researcher implemented actions in the classroom. Teacher-collaborator write down all the activities that occur in the teaching and learning process.

1) **The Researcher's Activities**

Based on the result of the observation of the researcher's activities from the first meeting, the activities which were done all, and not done at all during the teaching-learning process are described as follows:

Cycle	Meeting	Criteria	Frequency	Percentage
II	First meeting	Done	18	75%
		Undone	6	25%

Table 4.5 The Percentage of the Researcher' Activities in Cycle II

42

In this meeting, researcher found weaknesses in carrying out activities, such as:

1) Researcher do not provide material conclusions to students

Besides that, the result of the research activities, there are strengths found in this meeting as follows:

1) Researcher can master the class well.
2) Researcher take a good approach to students so as to make students interested in learning.
3) Researcher have good preparation in teaching.

2) **The Student's Activities**

Based on the result of students' observation sheet, the students' activities in the first meeting of cycle II, as follow:

Cycle	Meeting	Criteria	Frequency	Percentage
II	Second meeting	Done	456	83%
		Undone	96	17%

Table 4.6 The Percentage of the Students' Activities In Cycle II

In this meeting, the researcher found student weaknesses in carrying out activities, namely:

1. There are still some students who do not focus on listening to the explanation from the researcher.
2. There were some students who were the only ones when the researcher asked about the material.

Besides that, there are also some student strengths as follows:

1) All students are present in class.
2) Students appreciate the researcher's greeting.
3) Students follow instructions from researcher in learning activities.

d. Reflection

The statement on the previous page explains that the process of teaching and learning activities cannot be carried out properly. Therefore, the researcher made several improvements to be implemented at the next meeting such as:

1) Focusing on guiding students to explore writing components involving conventions (spelling, grammar, punctuation, and paragraphs) and organization. Researcher provide many opportunities for students to write, both at home and in class.

2) Reviewing and reminding students in mastering the material studied at home and reminding them to bring a dictionary at the next meeting.

3) Motivate and guide students in using the clustering technique in writing recount text according to the generic structure.

2. Second Meeting

a. Planning

In planning cycle II, the researcher prepared several things such as: syllabus, lesson plans, learning materials, observation sheets for researcher and students, field notes as reflection material for researcher to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in the classroom.

b. Action

In this action, the researcher carries out several activities with collaborators who are always watching. The actions include: in the Pre-teaching learning activities, the researcher enters the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checks the student attendance list, the researcher motivates students in following

the learning process, the researcher asked the students to create a conducive situation.

Next, in the whilst-teaching-learning activities: Researcher asked students about the material that had been taught before, the researcher reviewed the steps in the clustering technique to the students. After that, the researcher provide opportunities for students to asked difficult things in making texts, the researcher answered questions from students. Then, the researcher provide evaluation to students, students work on the evaluation given by the researcher. After the work is done by students, researcher collect evaluation sheets from students. Next in the post-teaching learning activities, researcher asked students to conclude the material that had been studied, the researcher chose one student to pray, and the researcher greets the students to close the teaching learning process.

c. Observation

The result of observation during the teaching-learning process in the second meeting of cycle II, as follows:

1. The Researcher's Activities

Based on the result of the observation of the researcher's activities from the second meeting, the activities which were done all, and not done at all during the teaching-learning process are described as follows:

Cycle	Meeting	Criteria	Frequency	Percentage
II	Second meeting	Done	16	100%
		Undone	-	-

Table 4.7 The Percentage of Researcher Activities in the Second Meeting Cycle II
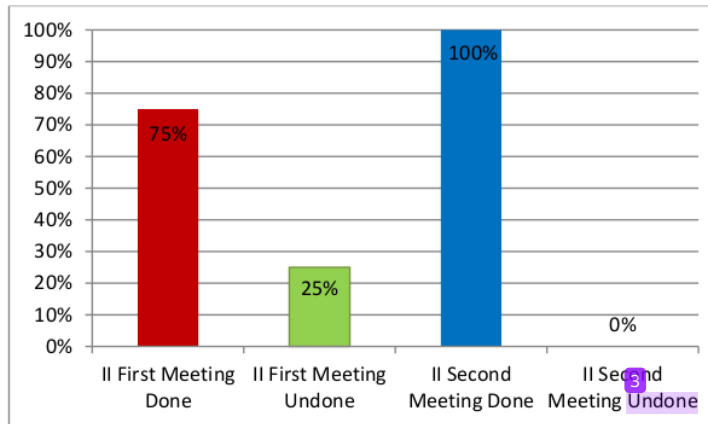
2. The Student's Activities

Based on the result of observation of the students' activities in the second meeting of cycle II, as follow:

| Cycle	Meeting	Criteria	Frequency	Percentage
II	Second meeting	Done	368	100%
		Undone	-	-

Table 4.8 The percentage of students' activities in the second meeting cycle II

Based on the result of the observation sheet research activity above, the percentage of activities during the learning process in cycle II can be seen in the graphic below:

Graphic 4.4 The percentage of researcher activities in cycle II

Based on the result of the observation sheet of the students' activity above, the percentage of activities during the learning process in cycle II can be seen in the graphic below:

46
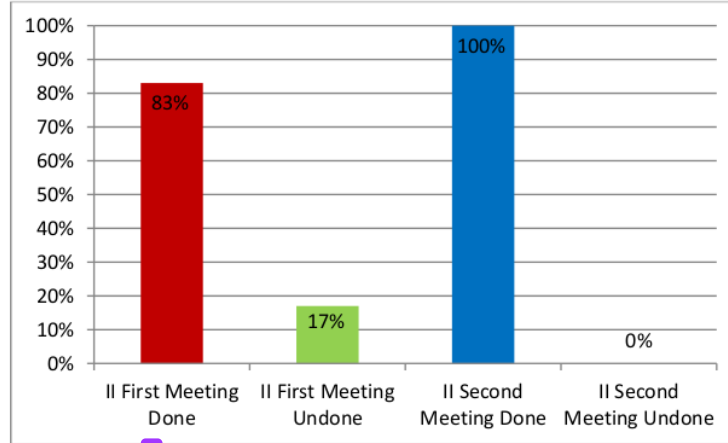
Graphic 4.5 The Percentage of Students Activities in Cycle II

From the results of the observations of researcher and students activities in cycle II, all students were active during the learning process, with the percentage of students at the first meeting being 83% and the second meeting being 100%. But the percentage of activeness of researcher at the first meeting was 75%, while at the second meeting it was 100%. This means that the percentage of researcher and student activities is included in the very good category.

d. Reflection

In the second meeting in cycle II, the researcher examined the students' achievement in writing recount text by using clustering technique. After checking the result of the students evaluation test (essay test) about retelling experiences expecially holidays, it can be seen in the table below:

No.	Criteria	Score	Frequency	Percentage
1	Very good	80-100	16	70%
2	Good	66-79	7	30%
3	Enough	56-65	-	-
4	Less	40-55	-	-
5	Very less	<40	-	-
Total			**23**	**100%**

Table 4.9 The Percentage of Students' Achievement in Writing Recount Text by Using Clustering Technique in Cycle II

The table above explains that the percentage category of student achievement in writing recount text using the clustering technique increased in the second cycle. This shows that there are 14 students who are at a very good level (70%), 9 students who are at a good level (30%) and the average student score is 82,86. This means that student achievement in writing recount text using the clustering technique is said to be successful. Where it can be classified that all can pass the MCC, this means that students must improve their ability to write recount text through clustering technique. After implementing the action above, the researcher explains the increasing of percentage of students activity that had been done and not been done.

The result of students' achievement in cycle II can be seen in the graphic below:
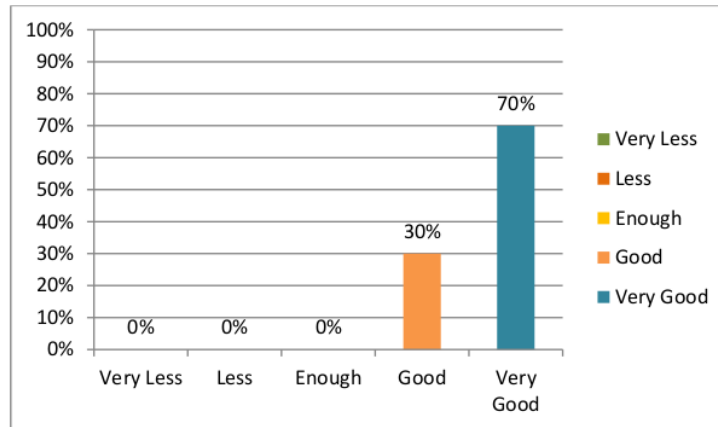
Graphic 4.6 The Percentage of Students' Acievement in Writing Recount Text By Using Clustering Technique in Cycle II

Based on the data above, the researcher concluded that students' ability to write recount text using clustering technique could improve students' achievement in cycle II. This can be seen from the Minimum Competency Criteria (MCC) for English subjects in class VIII, namely 65 and that can be achieved by students with an average score of 82,86. From the result of cycle II, the researcher explained that the clustering technique could improve students achievement in writing recount text.

4.2 DISCUSSIONS

4.2.1 The Common Response of the Problem

In this study, the problem is "How can the clustering technique improve student achievement in writing recount texts in class VIII UPTD SMP Negeri 5 Gunungsitoli in 2022/2023?. The general response is that clustering technique can improve students' ability to write recount text, especially telling experiences about holidays by training and guiding students in writing recount texts. This research was conducted in two

cycles. In cycle I, the average score of students in writing recount texts using the clustering technique was 59,86 and in cycle II, the average score of students was 82,86. All students in cycle II passed the minimum competency criteria. From the average student ability in each cycle, the researcher found an increase in students' ability to write recount texts, especially telling experiences about holiday. Therefore, based on the students' ability to write recounting experiences about holiday in each cycle, the researcher concluded that the clustering technique could improve students' abilities in writing recount texts.

4.2.2 The Analysis and Interpretation of the Research Finding

After conducting research in two cycles, researcher analyzed the results of students' writing skills and observation sheets for both researcher and student activities researcher conducted research in two cycles.

In Cycle I, especially at the second meeting, the researcher gave tests to students which were expanded to determine students' ability to write, and students results showed that most students did not pass the Minimum Competency Criteria (KKM). There were 5 students (21.73%) classified as "good". There were 8 students (34.78%) classified as "enough". And there are 10 students (43.47%) classified as "enough". The highest score obtained by students was 76 and the lowest score was 51 while the average students score was 59,86. Based on students scores in Cycle I, it can be concluded that students' writing skills in Cycle I were still lacking. Students have not been able to write recount text correctly.

In cycle II, the researcher taught students about the improvements that had been designed at the previous meeting. This increase had a very big influence on students achievement in Cycle II. This can be seen from the result of the observation sheet, most of the students did the activity. Moreover, students scores increased, all of them passed the Minimum Competency Criteria (KKM). The highest score obtained by students was 95 and the lowest score was 69 while the average students score was 82,86.

Based on the results of the research, the problems that have been identified can be solved as follows: Students have not been able to distinguish between regular and irregular forms of verbs in the past tense, students are not able to arrange the words given properly, students are less able to conclude a story and Lack of methods or techniques used by the teacher to make students interested in making recount text.

4.2.3 The Research Finding Versus the Latest Related Research

In the research, the research title was " The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022/2023. The subject of the research was VIII-A of UPTD SMP Negeri 5 Gunungsitoli. Which the total number of the students were 433. In conducted the research, the researcher used classroom action research (CAR). According to Cohen and Manion (1980) in Purrohman (2018) classroom action research is mini scale intervention for action in the real world and careful inquiries to that intervention effects. Wiriaatmaja (2005) in Purrohman (2018) CAR is how a group of teachers organized their learning practice condition, and learn from their own experiences. There are four components in one cycle for conducting classroom action research; planning, action, observation, and reflection.

The result of this research were compared with several related recent research. The first related research by Novela Hayati (2017) with the research title "The Use of Clustering Technique to Improve Students Achievement in Writing Recount Text at MAS. PAB 1 Sampali". The sample he used was class XI IPA 1 PAB Sampali with a total of 29 students. This research was conducted using classroom action research and the technique in analyzing the data was to use qualitative and quantitative data. In this study, researchers used a post test. The results of the post-test in cycle I were 17 or 60% of students who passed the minimum achievement criteria taking into account their average test score of 68.96. The results of the post-test in cycle II were 29 or 90% of students who

passed with an average score of 81.72. based on the results of the post-test the researcher concluded that the use of clustering techniques to improve student achievement in writing recount text.

The second research is Della Hanafiawi (2019) with the researcher title "The Use of Clustering Technique to Improve Students' Skill in Writing Descriptive Text". This research was conducted in class VII of SMPN 11 Cimahi. This research used Classroom Action Research. The research was carried out in two cycles and each cycle consisted of four steps, they are Planning, Action, Observation, and Reflection. The score of Minimum Mastery Criterion of English lesson was 75. The Students mean score of pretest was 45.7. The mean score in posttest 1 was 53.7. The mean score of posttest 2 was 79.3. From this result, the researcher concluded that teaching descriptive text using clustering technique can improve their writing ability and the atmosphere of the class is more alive.

Meanwhile, the result of the researcher's research, when applying the clustering technique to improve student achievement in writing recount text in class VIII UPTD SMP Negeri 5 Gunungsitoli. In applying this clustering technique, researcher conducted research in two cycles. The percentage of students activity in cycle II of the first meeting was 82.60%, and at the second meeting was 85.86%. Moreover, student scores increased, all of them passed the Minimum Competency Criteria (KKM) 65. There were 16 students (70%) who got grades belonging to the "Very Good" category. There were 7 (30%) students who scored in the "Good" category. The highest score obtained by students is 95 and the lowest score is 69 while the average student score is 82,86. From the above result the researcher can conclude that the clustering technique can improve students' achievement in writing recount text.

4.2.4 The Research Findings Versus Theory

After getting the result of the research, the researcher wants to compare it with the theories. According to Meyers (2010: 57) in Hedrawati Nurmala (2017) To cluster, write the subject in the middle of the page and

then circle it and write related ideas around circle around the subject. Through clustering technique, a writer will be easy to give an idea of what will be written especially helpful visual learners. In a cluster diagram the central events or components of an essay are presented visually, more detailed events branch of the main events to provide a visual overview of the entire ideas. Clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping, or diagramming. Clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering will help the students how to associate the ideas, how to write down the ideas that exist in their minds, and how to develop ideas into a good paragraph unity. Clustering can be useful for any kind of writing. Besides, clustering does not only write all ideas that is exist, but we also can omit the ideas that has been written if it is far from the topic in the center. Writers use it in the early stages of planning an essay in order to find subtopic in a topic organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

Based on the theory above, the researcher concludes that the clustering technique has a significant increase in students' achievement in writing recount text.

4.2.5 The Research Findings Implication

There are implications derived from the research finding, as follows :

1. Researcher as guidelines and tools for implementing clustering technique in the learning process.
2. English teacher as a guide to improve student achievement in the teaching and learning process.
3. Students, as a way to express ideas and solve their problems by using clustering technique.
4. The application of clustering technique can improve student achievement in writing.

5. Syllabus expectations are achieved and problems are resolved.

6. Minimum Competency Criteria has been achieved by students.

4.2.6 The Analysis of Research Findings Limitation

In conducting and obtaining data in this study, there are several limitations. It is important to explain these limitations so that the reader has the same insight as the researcher. The limitations of the research findings are:

1. Researcher as beginners realize that there are many weaknesses in conducting research, so that research cannot be carried out perfectly.

2. This research is limited by time to implement the clustering technique.

3. Researcher are limited by the weaknesses of students' abilities.

4. There is a lot of noise around the class such as the sound of vehicles and music at the house next to the school which really disrupts the teaching and learning process.

5. Learning resources are limited, in fact students need adequate learning resources, namely dictionaries to help them improve their writing achievement.

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the results of the study, the researcher draw the following conclusions as follow:

In Cycle I, the lowest score was 45 and the highest score was 76. The average students score was 59,86 in writing recount text. This shows that the students' ability to write recount text is at a "poor" level, so the researcher decided to continue the research in Cycle II.

In Cycle II there was an increase in students' ability to write recount text, especially about retelling holiday experiences. The lowest score was 69 and the highest score was 95. The student's average score was 82,86. This shows that students' ability to write recount text is at the "very good" level. On the other hand, based on the average value of students, the result show that student learning outcomes in cycle II are better than cycle I.

Based on the explanation above, the researcher concluded that the use of clustering technique could improve achievement in writing recount text at the eight grade of UPTD SMP Negeri 5 Gunungsitoli in 2022/2023.

5.2 Recommendation

Based on the research findings, the researcher provides several suggestions, as follows:

1. English teachers at UPTD SMP Negeri 5 Gunungsitoli are encouraged to apply clustering technique to improve students achievement in writing.
2. In teaching writing using the clustering technique, the teacher must choose writing materials for students so that they are interested and active in the teaching and learning process.
3. For readers, this research should be used as a guide for other research to add further information about techniques in writing.
4. Further hopes for future researcher and teachers to use clustering technique in teaching writing other skills.

THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT THE EIGHT GRADE OF UPTD SMP NEGERI 5 GUNUNGSITOLI IN 2022/2023

37%
SIMILARITY INDEX

37%
INTERNET SOURCES

25%
PUBLICATIONS

7%
STUDENT PAPERS

PRIMARY SOURCES

1	jonedu.org Internet Source	6%
2	journal.lppmunindra.ac.id Internet Source	4%
3	jurnal.ucy.ac.id Internet Source	3%
4	ummaspul.e-journal.id Internet Source	3%
5	ejournal.unib.ac.id Internet Source	2%
6	www.researchgate.net Internet Source	2%
7	ejournal.bbg.ac.id Internet Source	2%
8	repository.bsi.ac.id Internet Source	2%