

# THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXT AT SECOND-GRADE OF SMA NEGERI 9 BANDAR LAMPUNG

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Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan di dalam kemampuan menulis siswa dan aspek menulis manakah yang meningkat setelah implementasi teknik *clustering*. Penelitian ini mengadopsi pendekatan kuantitatif di mana menggunakan *one group pretest-posttest*. Populasi dari penelitian ini adalah siswa kelas sebelas di SMA Negeri 9 Bandar Lampung dan XI IPA 7 yang terdiri dari 24 siswa. Tes menulis diberikan untuk mencari data. Data dianalisis menggunakan *T-Test* dengan nilai signifikansi  $p < 0.05$ . Penelitian ini menunjukkan bahwa *T-Value* (11.524) lebih besar dari *T-Table* (2.069). Hasil menunjukkan bahwa ada peningkatan menulis siswa setelah implementasi teknik *clustering*. Aspek yang paling meningkat adalah konten dengan jumlah peningkatan 3.71 dan persentase 12.37%. Berdasarkan hasil di atas, hal ini bisa disimpulkan bahwa teknik *clustering* dapat diimplementasikan untuk meningkatkan kemampuan menulis *hortatory exposition text*.

The objectives of this research were to find out whether there was improvement on students' writing ability and which aspect of writing improved the most after the implementation of clustering technique. This study adopted a quantitative approach which used pretest and posttest. The population of this research was the second-grade students of SMA Negeri 9 Bandar Lampung and XI IPA 7 which consisted of 24 students. Writing tests were applied to collect the data. The data were analysed by using repeated measure T-test with the significance  $p < 0.05$ . The result of this research showed that t-value (11.524) was higher than t-table (2.069). It meant that there was improvement in students' writing ability after the implementation of the technique. The aspect which improved the most was content aspect since the gain of the aspect improved to 3.71 with the percentage of 12.37%. In short, it can be concluded that clustering technique can be implemented in improving students' hortatory exposition text writing ability.

**Keywords:** *writing ability, clustering technique, hortatory exposition text*

## INTRODUCTION

In learning English as foreign language, writing is one of the language skills which is important for students to master. Before the students learn to write, they usually learn the other English skills: listening, speaking, and reading. In writing, any idea that you advance must be supported with specific reasons or details (Langan, 2008:6). Writing is an important knowledge which is going to be very useful for the students to communicate with the others and also express their feelings through written text. Expressing something can be done not only by speaking but also with written text which has to be factual and valid. Thus, learning how to write in English well is important for the students.

Although mastering writing is very important, teaching writing as foreign language has to be learnt in unique strategy and also implemented in good sequences in order the students can understand easily. Cumming (2001:1) has been stated that different theoretical orientations tend to focus on different aspects of writing and to emphasize the importance of learning and teaching them in different ways. Due to students' ability and their needs analysis are different, the teacher has to be sensitive and creative in designing course design to teach writing to the students. Some students are probably good in grammar but they lack in mastering vocabularies and also some students are probably good in giving ideas to their writing but they lack of grammar. These are some reasons teaching writing is not only focused on how to write something in English well but also teaches the students how to use proper language and good structure to share their ideas in written form.

Techniques for teaching writing in foreign language are various. In implementing technique for teaching writing, teacher should be creative in order the learning process can be done in good sequences and also it can attract the students to follow the explanation which is given by the teacher. By using technique, teachers can develop their material to improve students' motivation to study writing. Maloff (2004) has stated that there some strategies which can be used to motivate students to learn writing. In learning process, a technique can make the process of learning be attractive. Nevertheless, the teachers have to find out that there are so many techniques which can be used in teaching writing. One of them is clustering technique. According to Axelrod and Charles (1985) clustering is an invention activity which reveals possible relations among facts and ideas. This technique requires the students to prepare brief note about the ideas which are relevant with the fact of the topic that will be written. Clustering technique gives students freedom to think of things which have relations with the material or the topic which they are going to discuss. To get the best result of students' improvement of writing, in this study, the students were asked to use cluster or the concept before writing the text by making bubbles or lines which should be related to the main topic and developed it to become new idea or sub-topic. The use of the technique in learning process is needed to attract students' because it can develop their idea and logical thinking.

Based on the explanation above, it can be inferred that the researcher uses clustering technique in investigating the study of teaching writing to improve students' hortatory exposition text writing ability and the aspect which improved the most

after the implementation of the technique at the second grade students of senior high school.

## METHODS

The population of the research was students of the second-grade of SMA Negeri 9 Bandar Lampung and the sample of the research was XI IPA 7 which consisted of 24 students. The instruments used were writing tests in the forms of pretest and posttest. The pretest was conducted to find out the students' writing ability before the treatments were given and the posttest was given to investigate the students' writing ability after the treatments. This research's test contains content validity since it is based on the objective of teaching in syllabus (Heaton, 1988:100) for the second-grade of senior high school students and construct validity since the students have to produce a written form of hortatory exposition text by considering the five aspects of writing: content, organization, vocabulary, grammar, and mechanics. In this study, the students were asked to write a hortatory exposition text to measure their writing ability skill. According to Hatch and Farhady (1982: 243) the reliability of a test could be defined as the extent to which a test produces consistent result when it is administered under similar conditions. The researcher classified the score of students' hortatory exposition text writing by Jacob's (1981: 90) scoring rubric. In analyzing the data, the researcher used *Repeated Measure T-Test* by using SPSS 17.0 for Windows to prove the hypothesis and to find out whether the result of the research was significant or not by looking at the results of the pretest and the posttest.

## RESULTS AND DISCUSSION

### RESULTS

After conducting the research, the researcher compared the result of the pretest and the posttest by using *Repeated Measure T-test*, SPSS 17.0 for Windows. The comparison of the pretest and the posttest showed that students' writing skill improved after they were taught through clustering technique. Found on the result, the mean score of the pretest and the posttest improved from 70.83 to 82.40, it improved 11.57 points. The table below provides the results of the students' mean score of the tests.

**Table 1. The Students' Mean Score of the Pretest and the Posttest**

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	57.00	82.50	70.8333	6.46843
Posttest	24	73.50	89.00	82.3958	3.92589
Valid N (listwise)	24				

Table 1. shows that the mean score of the pretest is 70.83. Meanwhile, the mean score of the posttest is 82.39. It can be concluded that there is an improvement of the students' pretest and posttest. The improvement of the mean score of the pretest

and the posttest is 11.57 points. Then, the researcher administered the hypothesis of this research to find out whether was accepted or not. Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not with the significant level 0.05. The researcher used Paired Sample t-test to test; and this was the result of the test.

**Table 2. T-test of the Hypothesis Analysis**

		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (1-tailed)	
Pair 1	Pretest - Posttest	11.565	4.91518	1.00331	13.63800	9.48700	11.524	23	.000	

Table 2. shows that  $H_1$  is accepted since the value of significance is lower than 0.05. It means that there was a significant improvement on students' writing after the implementation of clustering technique

**Table 3. The Improvement of Each Aspect from the Pretest to the Posttest**

There are some aspects of writing, such as content, organization, vocabulary, language use and mechanic. The following table discusses about the result of the pretest and the posttest in each aspect of writing as follows:

Aspect of Writing	Mean	Mean	Gain	Percentage	Significance
Content	21.17	24.88	3.71	12.37%	0.000
Organization	16.71	18.96	2.25	11.25%	0.000
Vocabulary	14.92	17.23	2.31	11.55%	0.000
Grammar	14.29	17.04	2.75	11.00%	0.000
Mechanics	3.75	4.29	0.54	10.80%	0.000

It can be seen in the table above that there is an improvement in all aspects of writing including content, organization, vocabulary, grammar, and mechanic. The aspect with the highest improvement is content, grammar, vocabulary, organization, and mechanics (3.71, 2.75, 2.31, 2.25, and 0.54) respectively.

After being summed up numerically, the researcher also sum up the data statistically which can be seen in the following table:

	N	Minimum	Maximum	Mean	Std. Deviation
PretestCon	24	15.00	26.00	21.1667	2.70534
PosttestCon	24	21.50	28.50	24.8750	1.82525
PretestOrg	24	11.50	19.50	16.7083	2.46681
PosttestOrg	24	16.50	20.00	18.9675	.91262
PosttestVoc	24	12.50	19.50	17.2292	1.73818
PretestVoc	24	11.50	18.50	14.9167	1.91485
PretestGram	24	11.00	18.00	14.2917	1.91627
PosttestGram	24	15.00	19.00	17.0417	1.09263
PretestMech	24	2.50	5.00	3.7500	.76613
PosttestMech	24	3.50	5.00	4.2917	.48715
Valid N (listwise)	24				

From the description above, it can be inferred that clustering technique is effective to improve the students writing ability, specifically in hortatory exposition text writing.

## DISCUSSION

This section aimed to discuss about the results of the research that have been mentioned before. The improvement of the students' writing ability could be seen from the comparison between the students' pretest score and posttest score. After that, the researcher and the English teacher analyzed the students' score to know whether there was an improvement of the students' hortatory exposition text writing. As the researcher observed from the first until third meetings.. This research was also confirmed that the effectiveness was significant. Therefore, the data had finally answered the research questions proposed at the beginning of this research. In addition, the research findings were relevant with several previous studies that clustering technique could improve students' hortatory exposition text writing ability. The students' average score of the pretest was 70.83 with 82.5 as the highest score and 57 as the lowest score. It indicated that the students' hortatory exposition text writing before they received treatments was still low. At the last day of the research, the posttest was administered in order to find out the students' hortatory exposition text writing ability. The average score of the students' posttest was 82.40 with 89 as the highest score and 73.5 as the lowest. The improvement was 11.57 which was higher than the students' average score in the pretest. The result proved that there was an improvement on the students' hortatory exposition text writing ability after being taught by clustering technique. The result of analysis by using SPSS 17.0 for Windows showed that there was significant improvement of clustering technique on the students' hortatory exposition text writing ability. In addition, the research findings were relevant with several previous studies that clustering technique could improve students' hortatory exposition text writing ability (Anisa (2018), Hayati (2018) and Adriati (2013)).

Based on the total of the gain, the major improvement was shown in terms of content aspect with gain 3.71. The researcher assumed that the use of clustering technique was easy and fun where the students could collect their ideas and made them relatable to become a paragraph. This finding was supported by previous study which conducted by Eramona and Muhd (2012). Compared to the other aspects, mechanics was the aspect which improved the least. The average score of mechanics in the posttest was 4.29 in which higher than the pretest. This happened due to the fact that some students paid less attention to their punctuation mark, spelling, and capitalization.

## **CONCLUSION**

The implementation of clustering technique was effective to improve students' writing skill. Based on the result, there was a significant difference of the students' writing after they were taught by using clustering technique. It could be seen from the students' mean score in the posttest and the pretest which showed the mean score of the posttest was higher than the pretest. It was proved by the students' mean score which increased from 70.83 to 82.40 with the gain 11.57 and also the result of t-value which was higher than t-table ( $11.524 > 2.069$ ). Those results could be indicated that there was significant improvement in students' hortatory exposition text writing ability. Furthermore, content got the highest gain among the other aspects with the total gain and percentage of 3.71 and 12.37%. Then, the aspect of mechanics got the lowest gain among the other aspects with the total gain and percentage of 0.54 and 10.8%.

This study has several implications. Based on the findings, English teachers are expected to use clustering as a technique to improve students' writing ability in hortatory exposition text effectively because the technique makes an impact to the students to become more active and creative in the learning process. Since clustering technique can develop students' creativity in writing, teachers might not try to limit students' ideas by giving any limitation of the topic or subject. However, this study was conducted in senior high school level. Therefore, the further researchers can try to investigate the effect of using clustering technique in different levels of school: junior high school and university level. Furthermore, by comparing clustering technique with other technique of teaching, further researcher can investigate which technique is more effective in improving students' writing skill ability.

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