

## The Effect Of Using Clustering Techniques Toward Student Ability In Writing Descriptive Text At SMAN 1 Lembah Melintang Pasaman Barat

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### Abstrak

Penelitian ini bertujuan untuk mengetahui apakah berpengaruh pembelajaran menggunakan teknik clustering terhadap kemampuan siswa dalam menulis deskriptif text dalam belajar bahasa Inggris. Pembelajaran menggunakan cluster teknik ini adalah teknik pengelompokan ide kedalam sebuah lingkaran dan menggabungkan ide-ide tersebut dalam mengembangkan sebuah teks. Pada penelitian ini peneliti menggunakan satu kelas eksperimen penelitian ini menggunakan metode pre-experimen dengan design one group pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas X SMAN 1 Lembah Melintang Pasaman Barat. Dalam pengambilan sampel, peneliti memilih kelas dengan rata-rata nilai yang paling rendah. Sehingga didapatkan responden sebanyak 27 siswa yang merupakan siswa kelas X IPS2. Dalam penelitian ini pemberian nilai dilakukan oleh peneliti dan guru. Rata-rata sebelum diberikan *treatment (pretest)* 66,94 dan setelah *treatment (posttest)* 73,5 dari guru mata pelajaran. Berdasarkan hasil analisis tes diperoleh  $T_{\text{calculated}}=4,99$  lebih besar dari  $T_{\text{table}} = 2,06$ . Hal ini dapat disimpulkan bahwa clustering teknik memberi efek yang baik terhadap hasil belajar bahasa Inggris khusus dalam kemampuan menulis siswa kelas X IPS-2 SMAN 1 Lembah Melintang Pasaman Barat.

**Kata kunci :** Kemampuan Menulis, Kluster Teknik

### INTRODUCTION

Nowadays, writing has an important role in English learning. Through writing the students can express the ideas of their thought. It is the process in combining the thought from word to word to be meaningful text. It is not out from the way or someone used vocabulary, best words choice, structure of the text and etc. In learning English there are some skills besides writing which is important also. It is such as speaking, listening and reading. In the other hand, writing invites students to be creative. It also makes students have critical thinking in developing their ideas. Writing also has the process.

In teaching writing, descriptive is one of the text learned by students. Descriptive text is the text used to describe person, place, things, or animals. In teaching about descriptive text, the teacher should use the appropriate strategy. The strategy is guiding the teacher in teaching descriptive text to students. It is for helping them in delivering their ideas and thought. It helps the students understand how to read the text correctly. It also helps the student can write the simple descriptive text seems based on the generic structure of descriptive text.

Some techniques are used by English teacher in the classroom to teaching writing

descriptive text. The technique is to support the teacher during teaching activity. The technique is commonly useful to solve the students problem in writing the text. They have difficulties in building the idea. They were hard to draw of one's experiences. They were hard to generate the idea into a paragraph. They were hard to find a simple way to associate the ideas. They also could not build the connection between the student's experience and new information. Based on the researcher pre-observation was in Senior High School 1 Lembah Melintang Pasaman Barat. There are some problems the difficulties of the students in writing the descriptive text in the classroom.

During the researcher was teaching training in the school, the students faced some problem. The test scores for all of the students was below the minimum achievement criteria. Student scores had decreased very significantly. This was because students lost enthusiasm and concentration when the teacher gave descriptive material in the class. Most of the students were not serious in paying attention to the teacher because when giving descriptive themed material using lecture techniques in learning. By giving this technique makes a lot of students sleep, play mobile phones, and chat with fellow peers. Classroom conditions are noisy and not very conducive, resulting in the average grade in the

class is very low below the minimum achievement criteria. It can be seen from the table bellow:

No	Class	Average Score
1.	X IPS1	76.21
<b>2.</b>	<b>X IPS 2</b>	<b>69,56</b>
3.	X IPS 3	77,21
4.	X IPS 4	75,63

The teacher should use the variation technique to building the student interesting in writing the descriptive text. Therefore, the researcher is want to applying the alternative technique in teaching writing the descriptive text. Based on this phenomenon, researchers are eager to apply clustering techniques in to give a significant effect toward student ability in writing the descriptive text at the class X Senior High School1 Lembah Melintang Pasaman Barat.

### METHOD OF THE RESEARCH

This reseach is experimental research the researcher choose this to find out the significant effect on toward student ability in writing descriptive at the class X Senior High School 1 Lembah Melintang Pasaman Barat years 2023-2024. Pre experimental is the researcher studies a single group and provides an intervention during the experiment . The design of this research use one-shot case study. This design does not have a control group to compare with the experimental group. This research only will use one group to looked the effect after give some treatment, after that mean of the score of the test before treatment be compared with score after treatment.

The data got from students pretest and posted in writing recount text. All students got the same question of pretest and posttest. After that, the researcher collected the paper students test to correction and gives the score from the test. The result of scores as data analyzed of the research.

### RESEARCH FINDING

This research was done to see the effect of clustering technique at grade X IPS 2 of SMA N 1 Lembah Melintang Pasaman Barat. This school is located at Kampung Juar, Lembah Melintang, Pasaman Barat. This research was pre experimental research. The finding of this research was the result of students score on before treatment and after pos-test. The researcher had chosen sample of one class of English subject at second semester 2023-2024. In this research, the researcher found mean score X IPS II. However, the researchers chosen X IPS II as experimental class because the class was low score in writing test. According to Gay and Airasian (2012:144) say that, sample is the process of selecting a number of individuals for study in such a way that the individuals represent the larger group”. The researcher would be done for six meeting which consists of two meeting in one week.

The purpose of giving Pre-Test as instrument was to find the of the topics that would be given to treatment class on the Post-Test. For the next day, the researcher gave post-test on February 6<sup>th</sup> 2024 to treatment class by giving same topics to the students. The topic of the test based on the result of pre-test. There were six meetings of treatment given by researcher.

The researcher found means score of pre test and means score of posttest students. The purpose of this research was to find out whether Clustering Technique has significant effect on toward student ability in writing descriptive at the class X IPS II Senior High School Lembah Melintang years 2023-2024.

The researcher used the topic descriptive in get score of post test and pre test. The researcher asked students to write descriptive text by used different theme. The students could describe animal, place, things or person. Then, second meeting until six meeting the researcher explained the descriptive text as the treatment with based on syllabus and lesson plan which was about descriptive text.

Based on data obtained in this research, researcher found several finding, there were:

1. The researcher found means score of Pre test was **67,03** and the means score of post test **73**. Thus, the mean score of pre test and post test was found by calculated the scores from scorer pre test and post test.
2. The researcher was comparing t- test and t-table to know whether the hypothesis was accepted or not. The researcher found that t-test (**4, 99**) was high than t-table (**2, 06**) at the degree of freedom 26 and at the level of significant **0, 05**. Thus, the hypothesis is accepted. The researcher calculated the data by using t-test, t-test was high than t-table in the degree of freedom 0, 05. It means that  $t\text{-test} > t\text{ table} = H_1$  There was a positive effect of using clustering students writing ability) was *accepted* and  $H_0$  (there was negative effect was using clustering technique towards students ability). It can be concluded that there was a positive effect of using Clustering technique toward students writing ability.

Based on the result of the data analysis above, it is proven that the student's score of writing taught by using clustering technique was increase. It means that, the using clustering technique in teaching writing is effective. Another reason based on the

student's responses is because most of students, find that role play is enjoyable. This reason leads to better attention in learning and stimulate them to participate in using clustering technique activities.

## CONCLUSION

Writing is a process to delivering the information or showing the ideas to the other people indirectly. By writing the reader can get the writer idea. There are many techniques in teaching writing using by teacher to teach writing. One of the techniques is clustering technique. Based on this technique the researcher given experimental in Senior High School Lembah Melintang years 2023-2024. This research, the research er used curriculum 2013 as orientation to teaching of X IPS II as experimental class. The phenomena are, the students still have low ideas in writing. The problem is cause their ability in make the text descriptive is too low. The students difficult to find idea and to develop the sentence

To solve that problem, the researcher used some technique in teaching learning process was clustering technique. In this research, the researcher applies this media to experimental class X IPS II for seen meeting by teaching one genre, descriptive text. After giving treatment, the researcher had given post test for the class.

The result of posttest is the researcher was comparing t- test and t-table to know whether the hypothesis was accepted or not. The researcher found that t-test (**4, 99**) was high than t-table (**2,06**) at the degree of freedom 26 and at the level of significant **0, 05**. Thus, the hypothesis is accepted. The researcher calculated the data by using t-test, t-test was low than t-table in the degree of freedom 0, 05.

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