

**THE EFFECTIVENESS OF CLUSTERING TECHNIQUE
IN TEACHING WRITING OF NARRATIVE TEXT
AT THE TENTH GRADE STUDENTS OF SMA PGRI 56
CIPUTAT**

A “Skripsi”

**Presented to Faculty of Tarbiyah and Teachers Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd. in English Language Education**



**By:
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**DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA**

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JAKARTA**

2010

ENDORSEMENT BY THE EXAMINATION COMMITTEE

The examination committee of the Faculty of Tarbiyah certifies that the 'Skripsi' (scientific paper) entitled **“The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at the Tenth Grade Students of SMA PGRI 56 Ciputat”** written by **Ismatul Maula**, students' registration number: 105014000383, was examined by the committee on Wednesday, March 17th 2010, and was declared to have passed and, therefore, fulfilled one of the requirements for academic title of 'S. Pd' in English language education at the Department of English Education.

Jakarta, March 18th, 2010

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ABSTRACT

MAULA, ISMATUL. 2010. *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at the Tenth Grade of SMA PGRI 56 Ciputat*, Skripsi, English Education Department, Faculty of Tarbiyah and Teachers' Training, UIN Syarif Hidayatullah Jakarta.
Advisor: **Dra. Hidayati, M.Pd**

Key words : Narrative Text, Clustering Technique, SMA PGRI 56 Ciputat

This study is aimed at finding out the implementation of the clustering technique in teaching writing of narrative text at the tenth grade students of SMA PGRI 56 Ciputat. It consists of (1) teaching preparation made by the English teacher, (2) the implementation of the clustering technique in teaching writing of narrative text, (3) the instructional material used at SMA PGRI 56 Ciputat, and (4) students' achievement in writing of narrative text.

This study is categorized as an experimental research, because it is intended to know the effectiveness of clustering technique in teaching writing of narrative text at the tenth grade students' of SMA PGRI 56 Ciputat. Besides, this study is included in quantitative research, because the researcher used some numerical data which is analyzed statistically. The subject of this study is an English teacher and 40 students which were taken from two classes at tenth grade (X-1 and X-2) X-1 as an experimental class and X-2 as a control class. The techniques used in collecting the data are observations, documentations, questionnaires, and test.

The findings of this study are (1) the teaching preparation made by the English teacher was good, (2) the implementation of the clustering technique in teaching writing of narrative text has applied well, (3) the instructional material used at SMA PGRI 56 Ciputat was poor, and (4) the students' score after learning writing of narrative text through clustering technique was higher than the students' score who learned without it.

Based on the findings above, the writer suggests that (1) the English teacher should prepare the teaching preparation well before conducting the teaching-learning process, (2) the English teacher should prepare the materials of writing well before applying the clustering technique in the teaching learning process, (3) the English teacher can get the materials not only from the text book but they can use another source such as; newspaper, magazine, television, or they can get from internet, and (4) to improve the students' understanding, the English teachers should be more creative in using various techniques in the classroom activity

ABSTRAK

MAULA, ISMATUL. *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at the Tenth Grade Students of SMA PGRI 56 Ciputat*, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, UIN SYarif Hidayatullah Jakarta.
Pembimbing: Dra. Hidayati, M. Pd

Kata Kunci : Teks Narrative, Teknik Clustering, SMA PGRI 56 Ciputat

Penelitian ini ditujukan untuk mengetahui penerapan penggunaan teknik *clustering* dalam pengajaran menulis berbentuk teks narrative pada siswa kelas sepuluh SMA PGRI 56 Ciputat. Hal ini mencakup persiapan mengajar yang dibuat oleh guru, penerapan penggunaan teknik clustering dalam mengajarkan menulis teks narrative, materi-materi yang digunakan oleh SMA PGRI 56 Ciputat, dan perolehan hasil belajar siswa dalam pembelajaran menulis teks narrative menggunakan teknik clustering.

Penelitian ini dikategorikan sebagai penelitian experimental karena dalam penelitian ini, peneliti ingin mengetahui keefektifan teknik *clustering* dalam pengajaran menulis teks narrative pada kelas sepuluh SMA PGRI 56 Ciputat, disamping itu, penelitian ini termasuk dalam kategori penelitian kuantitatif, karena peneliti menggunakan data berupa angka yang dihitung secara statistik. Subjek dari penelitian ini adalah guru bahasa Inggris dan siswa kelas sepuluh sebanyak 40 siswa yang diambil dari dua kelas dari kelas sepuluh (X-1 dan X-2) X-1 sebagai kelas experiment dan X-2 sebagai kelas kontrol. Teknik yang digunakan dalam pengumpulan data yaitu menggunakan observasi, dokumentasi, angket, dan tes.

Hasil yang diperoleh dari penelitian ini membuktikan bahwa (1) Persiapan mengajar yang dibuat oleh guru Bahasa Inggris pada kelas sepuluh sudah cukup bagus, (2) Penerapan pengajaran menulis teks narrative menggunakan teknik *clustering* sudah berlangsung dengan baik, (3) Materi-materi yang digunakan oleh SMA PGRI 56 Ciputat sangat kurang, dan (4) Nilai siswa setelah mempelajari menulis teks narrative menggunakan teknik *clustering* lebih tinggi daripada nilai siswa yang mempelajari menulis teks narrative dengan tidak menggunakan teknik *clustering*.

Berdasarkan penelitian sebelumnya, dapat disarankan bahwa (1) Guru bahasa Inggris harus mempersiapkan persiapan mengajar sebelum melakukan proses belajar mengajar, (2) Guru bahasa Inggris seharusnya mempersiapkan materi menulis dengan baik sebelum menerapkan teknik *clustering* dalam proses belajar mengajar, (3) Guru bahasa Inggris dapat mendapatkan sumber belajar tidak hanya dari buku teks tetapi mereka dapat menggunakan sumber-sumber lain seperti; surat kabar, majalah, televisi, atau mereka mendapatkannya melalui internet, dan (4) Untuk meningkatkan pemahaman siswa, guru bahasa Inggris harus lebih kreatif dalam menggunakan berbagai teknik pengajaran di kelas.

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ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. All praise be to Allah the Almighty, Lord of the worlds, for only with His help this “Skripsi” has come into existence.

Her deepest gratitude and appreciation and endless love go to all members of her big family especially her beloved parents Hj. Fauziah and H. Abi Humaidi (Alm.) who everlastingly prays for her daughter’s success. Her patience and struggle to bring up her daughter should be appreciated.

Next, the writer would like to express her deepest gratitude to her advisor Dra. Hidayati, M.Pd for her patience, valuable guidance, encouragement, comments, and suggestions for completing this “Skripsi”.

Her deepest gratitude also goes to Drs. Syaiki, M.Pd and Neneng Sunengsih, S.Pd as the head and secretary of English Education Department also for all lecturers of English Education Department for their encouragement to the writer. The same respect should be addressed to Prof. Dr. Dede Rosyada, MA as the dean Faculty of Tarbiyah and Teachers’ Training also for all staffs and the officer of Syarif Hidayatullah State Islamic University Library and Tarbiyah’s library who have given permission to use the books to complete the references for this study.

The writer would also express her gratitude to the school principle and the English teacher of SMA PGRI 56 Ciputat, Drs. Asep setia, M.Pd and Elyza Martiarini, S.Pd who were helped her in conducting this research.

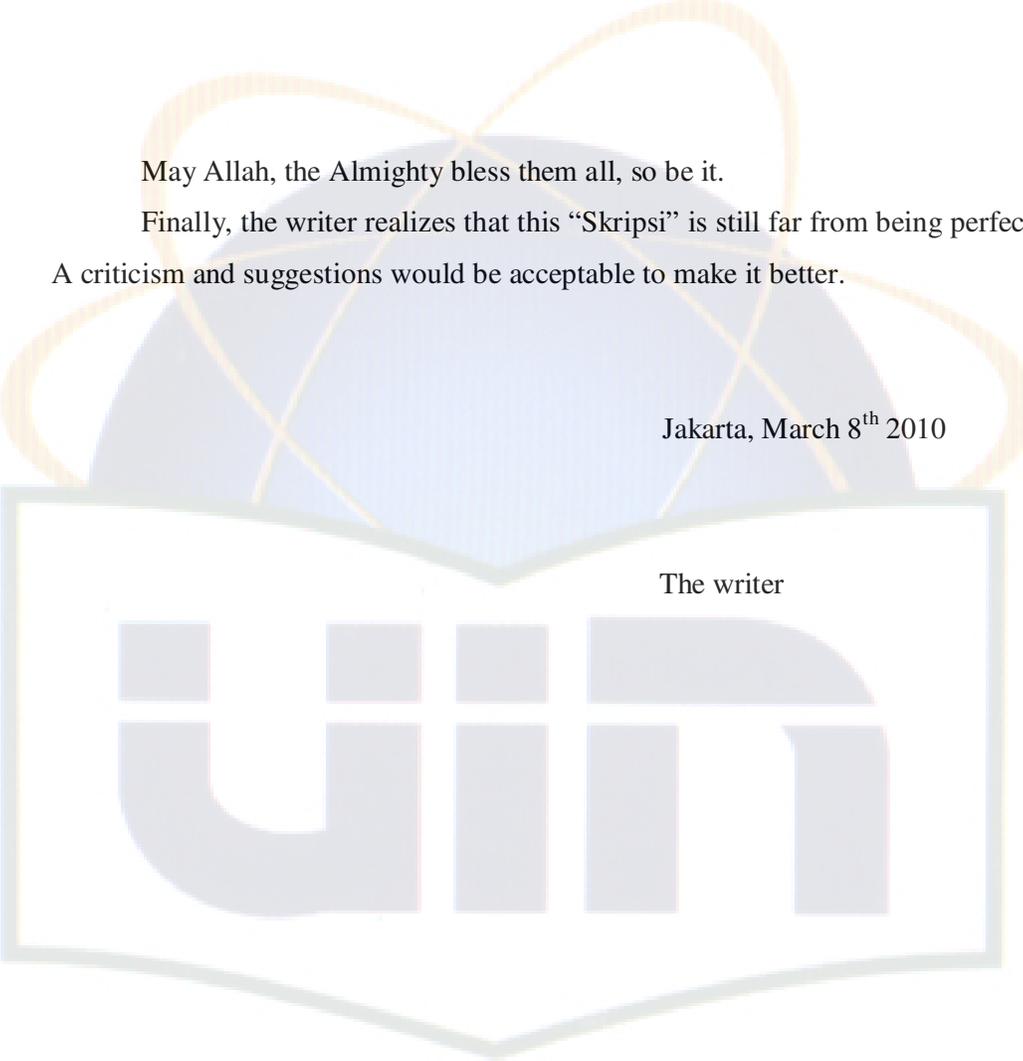
All her best friends from academic year 2005 especially “C” class that the writer cannot mention them one by one who always help and give support to the writer in accomplishing this “skripsi”. The words are not enough to say any appreciations for their help.

May Allah, the Almighty bless them all, so be it.

Finally, the writer realizes that this “Skripsi” is still far from being perfect.
A criticism and suggestions would be acceptable to make it better.

Jakarta, March 8th 2010

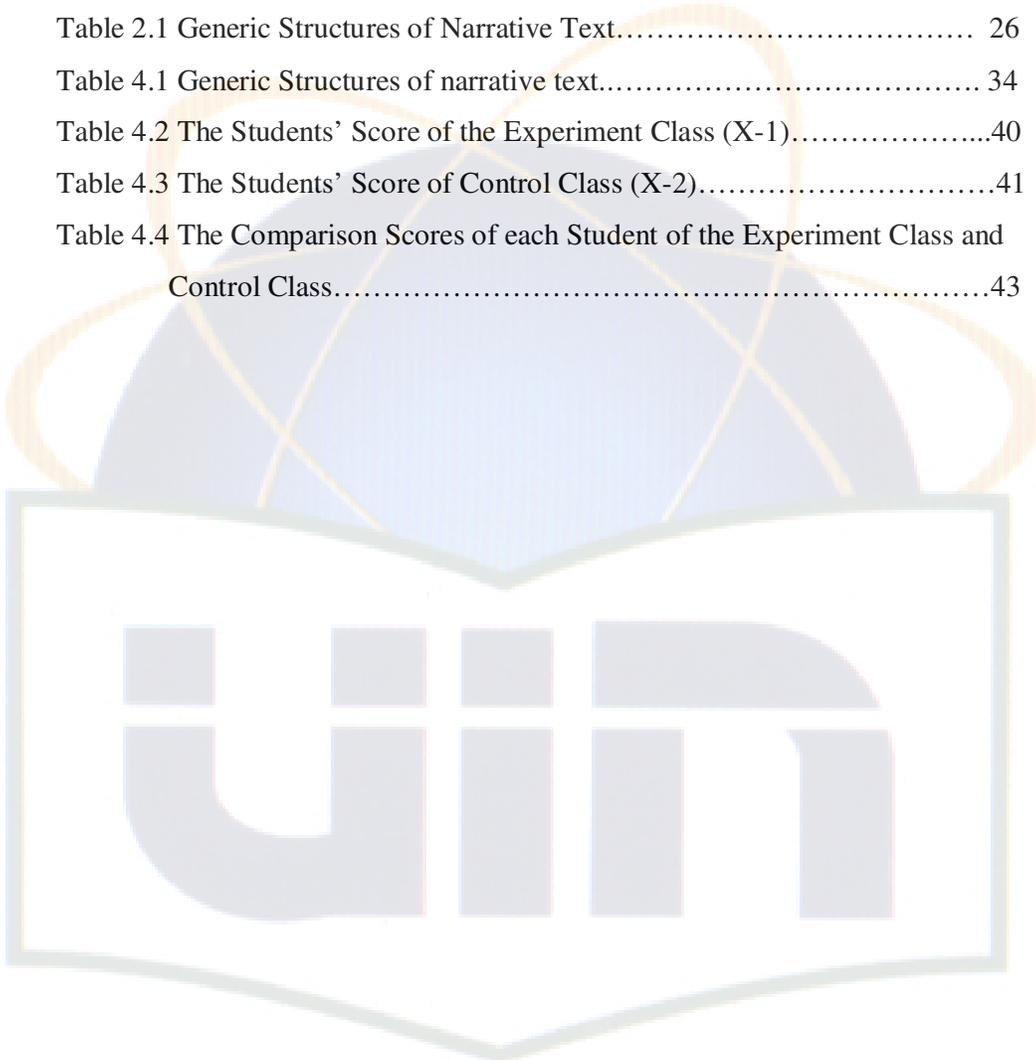
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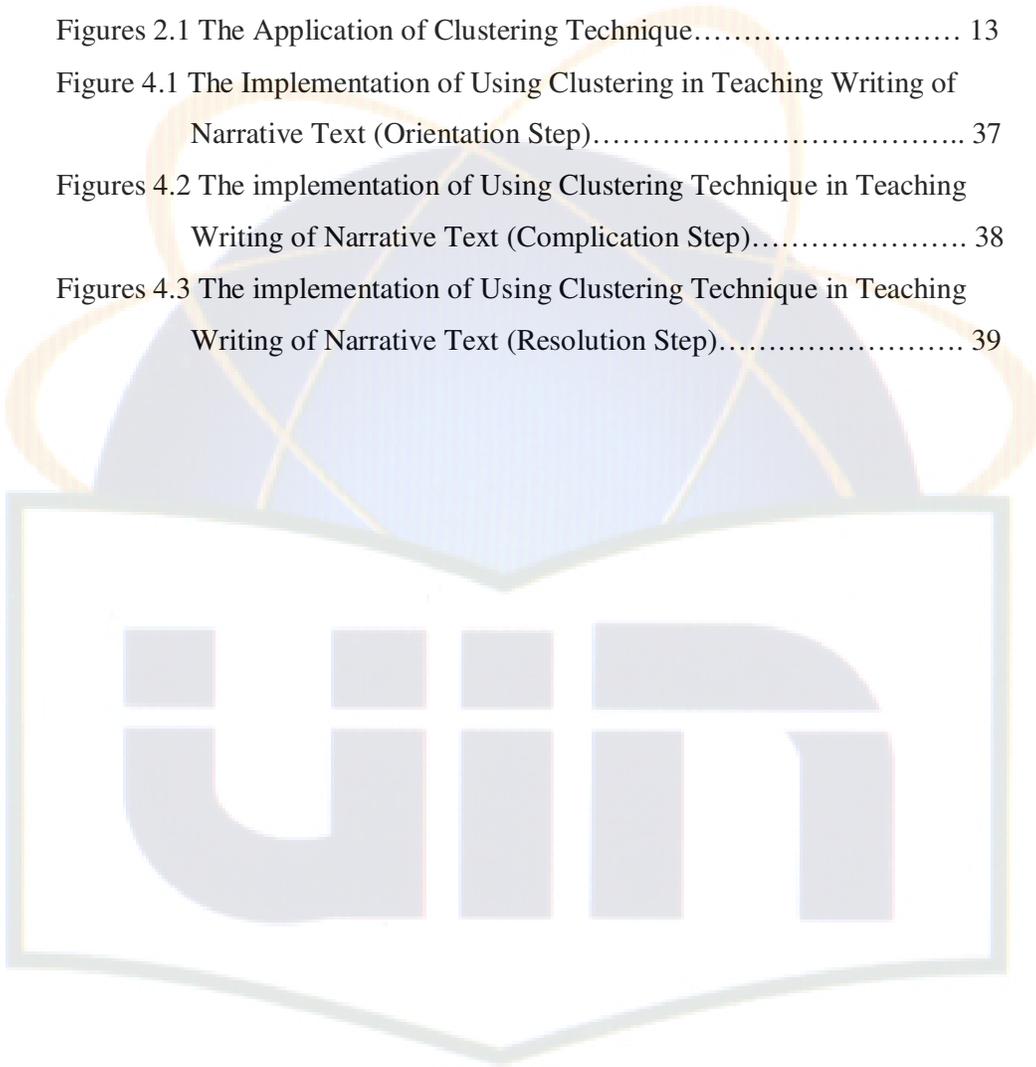
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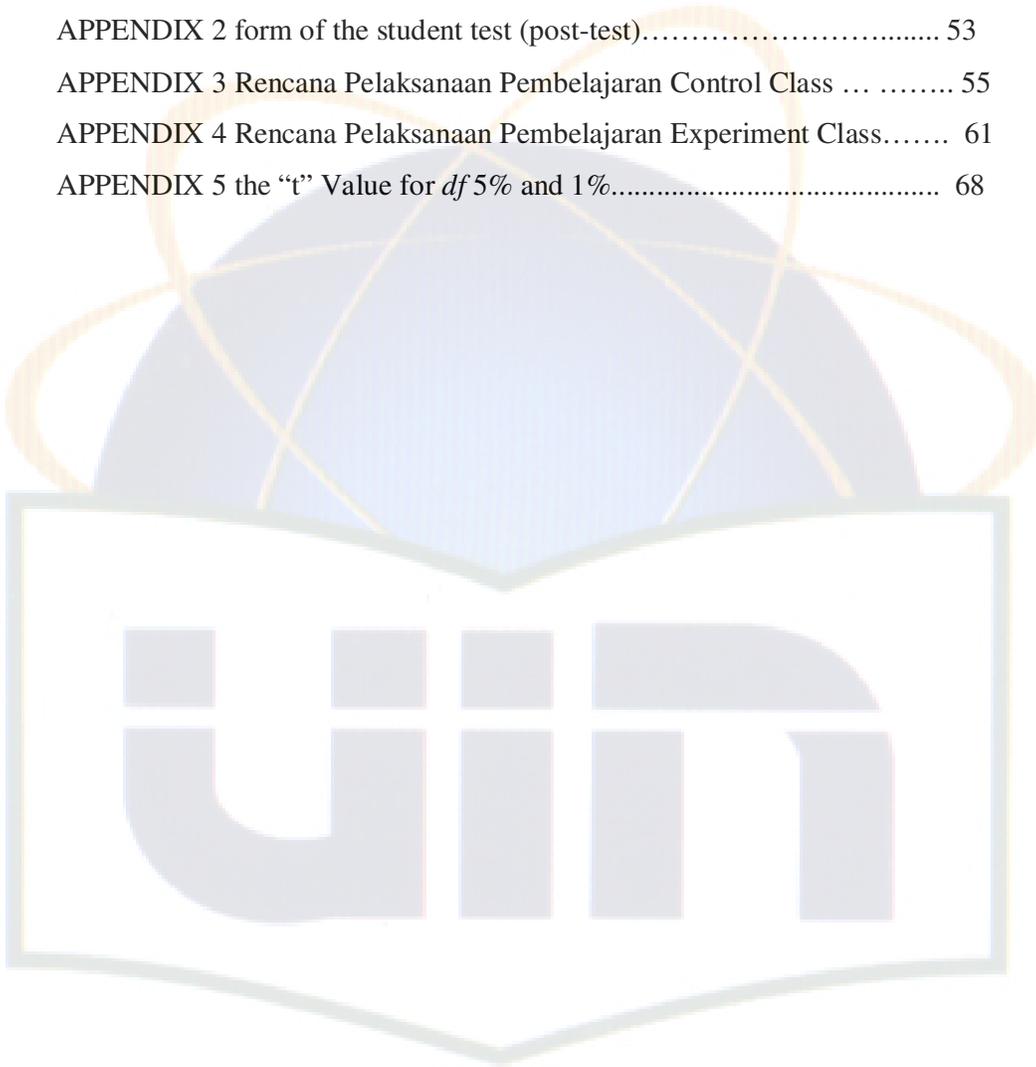
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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, statement of the problems, scope and limitation of the study, objectives of the study, hypothesis of the study, significance of the study, and definition of key terms.

A. Background of the Study

People were not born with a language, they have to learn how to use and understand it, so they can gain meaning and communicate with others. When people know a language, they can make choices about the words that they need to use and how to put these words together to create meaning. Their knowledge of words patterns of language allows others to read, write, speak and listen in a meaningful ways.

Language is an important tool for communication. There are two kinds of communication. Verbal and nonverbal communication, verbal communication means spoken and written forms, and nonverbal communications for example are gestures and body languages. To communicate means to understand, learn, think, socialize, and express many ideas, information, feelings and also develop science, technology, and culture between speakers and listeners or writers and readers.

The availability of means of communication facilitates people to communicate, so that they need a certain language as lingua franca to communicate with other people with different languages. One of those lingua franca is English and it is the most widely used language all over the world. Besides it is used as medium of developing relationship with other nations, English is also used to absorb and develop science, technology, economy, and culture.

Based on the Minister of Educational and culture decree No: 372/2003 dated December 12, 2003 stated that English becomes the first foreign language and the compulsory subject that should be taught in Indonesian school starting from junior high school up to university level.¹

In line with statement previously, the mastering English is a must for the students, therefore without understanding English they will not able to improve our knowledge and skills and communication with other people who came from different worldwide too. In order that they should master all four language skills because they are related to one another.

English is consisting of four skills that should be learned, they are listening, speaking, reading, and writing. Although the actional competences consist of listening, speaking, reading, and writing but the writer is mainly focused on writing skill. Writing is a useful tool for discovering and thinking. This skill becomes more difficult for students in any level of English because it needs hard thinking and produce word sentences, paragraph at the same time. Beside that, many students who study English consider that they do not know how to write a topic. They are unable to apply English in the written form. They often face some problems to organize their ideas they do some mistakes with the lack of knowledge in vocabularies and grammatical rules and tenses. Moreover, the students face some problems in improving their writing skill. They can not recognize or improve a sentence or paragraph correctly or they do not have an idea about what they want to write. Furthermore they can't put the right words down becoming a good sentence or paragraph. Another problem is, although they have an idea, but they are still confused how to develop it as the correct one, so they can't make a good paragraph.

These problems can be influenced by some factors that these are coming from internal and external of students. The internal factors that can affect the students' writing are IQ, cognitive ability, talent, and motivation. And the external factors that can affect the students' writing are curriculum, material, approach,

¹ Ketetapan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.372 Tahun 2003 tentang Pengajaran Bahasa Inggris di Indonesia.

method, strategy, and technique. So that teacher should be creative in choosing the strategies for teaching.

Writing is very important to help people. Writing can help them to store new information in memory. It also can help them to find the information and ideas, so that the students have to master it as their need.

Based on curriculum of senior high school which recommended by the government, there are some texts which have to be mastered by the students at senior high school. One of them is narrative text.

Narrative text is a text that tells us about story. Usually people use the narrative to present a view of the world that entertains or informs the reader or listener. Some example of narrative text are, fantasy novels, bedtime stories, historic fiction, and stories.²

There are many problems in writing text like, grammar problem, the organization of the writing, the content of the text, vocabularies, and about spelling.³

To solve these problems, it needs the creativity of teachers to use the suitable technique in teaching writing of narrative text. There are a lot of techniques and methods in teaching - learning process that can motivate the students and the teacher to get the English teaching effectively.

The writer would like to propose an alternative technique is “Clustering Technique”. It is the way which actually gives the words that closely related to the “theme” provided. This technique will help the students to organize their ideas before they develop in paragraph of narrative text. Moreover, the clustering technique can motivate the students to write and to stimulus their ideas, also they can build the connections and establish the associations between the students experience and the new information. This technique is an effective tool for the prewriting stage of the writing process. As Regina L. Smalley and Marry K.

² Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1998), p.6

³ Anonimus, “Text Types” from:
http://www.lmpc.edu.au/resources/science/research_projects/text-types/2_recount.html, p.1

Ruetten said that clustering is making a visual map of the ideas and this way allows the students to think creatively.⁴

Based on the writer's experience when she did the observation on SMA PGRI 56 Ciputat, in teaching learning process the English teacher did not use *the clustering technique* in teaching writing especially narrative text. Students did not understand clearly about narrative text, how to identify the generic structures and the linguistic features of narrative text and how to write it. The teacher used the old technique in teaching narrative (Grammar Translation Method) she only give the text then, identified the linguistic features and the generic structures and finally the teacher gave the simple past tense formula to make the students easier in writing narrative text. But in fact this technique made them bored and difficult to understand the material when teaching learning process conducted.

Because of these problems that have mentioned above the writer takes a title of this "Skripsi" **"The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at the Tenth Grade Students of SMA PGRI 56 Ciputat."**

B. Statement of the Problems

Based on the background presented above, the writer plans to analyze the use of clustering technique in teaching writing of narrative text at the tenth grade of students of SMA PGRI 56 Ciputat. The general question of this research: "is the clustering technique effective in teaching writing of narrative text?"

The main problem of this research can be formulated as follows:

1. How are the instructional activities conducted by the English teacher in teaching narrative text?
2. How well the students' improvement in learning writing of narrative text using clustering technique?

⁴ Regina L. Smalley and Mary K. Ruetten, *refining Composition skill*, (New York: International Thompson Publishing Company, 4th edition), p.10

C. Scope and Limitation of the Study

In writing this “Skripsi” the writer focuses on tenth grade of SMA PGRI 56 Ciputat at the second semester 2009/2010 academic year, and to make a description of this “Skripsi” deeper the problems will be limited in: (a) the implementation of using clustering technique in teaching writing of narrative text, (b) the students’ improvement in learning writing of narrative text using clustering technique.

D. Objectives of the Study

In this section the writer would like to mention the objectives of this study as follows:

1. To know the effectiveness of using clustering technique in teaching writing of narrative text.
2. To analyze the students’ average improvement after using clustering technique in learning writing of narrative text.

E. Hypothesis of the Study

The statistic hypothesis states:

1. Alternative Hypothesis (H_a): there is significance difference between the students’ achievement in writing of narrative text using clustering technique and without using clustering technique at SMA PGRI 56 Ciputat.
2. Null Hypothesis (H_0): there is no significance difference between the students’ achievement in writing of narrative text using clustering

technique and without using clustering technique at SMA PGRI 56 Ciputat.

F. Significance of the Study

The result of this study is expected to be useful for:

1. Students

The result of this study will give an input to the students to improve their ability in writing.

2. Teachers

The result of this study will inform the teachers that the clustering technique is able to increase the students' ability in writing.

3. Other Researchers

Other researchers who are interested in teaching narrative text by using different variables can get basic information from this study to do the further research.

G. Definition of Key Terms

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are need to be defined as follows:

1. **Clustering Technique** means the teacher's way or strategy which actually gives the words that closely related to the theme provided.
2. **Narrative text** means part of the story genre which is tells us about the view of the world that entertains or informs the reader or listener. Usually people use the narrative to present a story.⁵

⁵ Mark and Kathy Anderson, *Text Types...*, p.2

3. ***SMA PGRI 56 Ciputat*** refers to senior high school PGRI 56 Ciputat which is under the supervision of the National Education Department of Indonesia.



CHAPTER II

THEORETICAL FRAMEWORK

In this chapter the writer tries to give clear explanation of theoretical framework which is covering of the clustering technique including the definition of clustering and technique, the application of clustering technique, and then about writing including the definition, the writing process, and purposes of writing. And the last is about narrative text including the definition of text, the definition of narrative text, the features of narrative text and the examples of narrative text. And the last is about relevant of previous study.

E. Clustering Technique

1. Definition of Clustering

There are a lot of definitions stated by experts, Gabrielle Lusser Rico states one of them, she defined that clustering is a way of tricking the left-brain into silence and using the right-brain to come up with your own unique overview of a subject.⁶ The way to do it is very simple, but it will not work if you break any of the simple rules.

Melanie Dawson and Joe Essid said that clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you.⁷ Like brainstorming or free associating, clustering allows you to begin without clear ideas.

In the other hand Regina L. Smalley and Mary K. Ruetten, clustering is making a visual map of the ideas.⁸ It frees students from following a strictly linear sequence: thus, that way allows thinking more creatively and makes new associations.

⁶ Gabrielle Lusser Rico, "Pre-Writing: Clustering" from: <http://exchanges.state.gov/forum/journal>, p.1

⁷ Melanie Dawson and Joe Essid, "Pre-Writing" from: <http://google.com>, p.1

⁸ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.10

According George Braine and Claire May clustering is another effective method you could use to narrow a subject.⁹

As John Langan said that clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.¹⁰

Another expert said that clustering or mapping is more graphically oriented method.¹¹ Clustering does not take the place of a linear, traditional outline; but, as the example shows on figure 2.1, it allows you to explore ideas before committing them to a particular order.

Clustering is one of techniques in prewriting that is especially helpful for visual learners.¹² It means that clustering is a technique that can help student to narrow the subject especially for visual learners.

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*. It is another effective way to gather information for an essay. Clustering uses free association. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about.¹³

Clustering is uncensored brainstorming combined with doodling. Clustering produce an overview of a subject, subject, suggests specific topics, and yield related details.¹⁴

⁹ George Braine and Claire May, *Writing from Sources*, (London: Mayfield Publishing Company, 1995), p.21

¹⁰ John Langan, *English Skills*, (New York: McGraw-Hill Companies, Inc, 2001)7th edition, p.22

¹¹ Donald Pharr and Santi V. Buscemi, *Writing Today Brief edition*, (New York: McGraw-Hill Companies, Inc, 2005), p.34

¹² Anonimous, "Pre-Writing" from: <http://www.kristisiegel.com/cluster.htm>, p.1

¹³ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw Hill Company, 2002), p.14

¹⁴ Betty Mattix Dietsch, *Reasoning and Writing Well*, (New York: McGraw Hill Company, 2003), p.26

Another expert said that clustering is an invention activity which reveals possible relations among facts and ideas. Unlike listing (the next mapping strategy), clustering requires a brief period of initial planning. You must first come up with a tentative division of the topic into subparts or main ideas.¹⁵

Based on the definition above, the writer summarizes that clustering is making a visual map or new associations that allows thinking more creatively and to begin without clear ideas.

Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find subtopic in a topic of to organize information. They may try and discard several clusters before finding one that is promising. Writers also use clustering to plan brief sections of an essay as they are drafting.

2. Definition of Technique

According to Oxford Advance Learners' Dictionary of Current English by A. S. Hornby, it is defined that, technique is method of doing something expertly.¹⁶

Before we know other definition about technique, there are three terms that must be differentiated because these terms used in teaching learning activity and people often confuse with these terms. They are approach, method, and technique.

From the statement above, Edward Anthony in 1963 identified three levels of conceptualization and organization, which he termed approach, method, and technique. The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It

¹⁵ Rise B. Axelord and Charles R. Cooper, *The ST.Martin's Guide to Writing*, (New York: ST. Martin's press, 1985), p.461

¹⁶ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Curent English*, (New York: Oxford University Press, 1974), p.887

describes the nature of the subject matter to be taught. While method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods.

From the idea previously, it can be concluded that a technique is implementation-that which actually takes place in a classroom. It is a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach, there can be many methods.¹⁷

While, Diane Larsen-Freeman says that technique is the behavioral manifestation of the principles.¹⁸In other words, the classroom activities and procedures derived from an application of the principles.

Based on the statement above, it can be said that, technique is a way of doing an activities derived from application of principles.

So, we can conclude that, clustering technique is one of ways to help other people especially students in expressing many ideas using the right brain to come up with their own unique over view of subject and a way of tricking the left-brain into silence.

There are many advantages of teaching writing of narrative text using clustering technique. Such as; it can motivate the students to write and to stimulus their ideas, students are also use to create patterns, make students to think more creative, and clustering is an effective tool for the prewriting stage of the writing process.

Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find subtopic in a topic of to organize information. They may try and discard several clusters before

¹⁷ Jack C. Richards and Theodore S. Rodgers, *Approaches.....*, p. 15

¹⁸ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986), p.xi

finding one that is promising. Writers also use clustering to plan brief sections of an essay as they are drafting.¹⁹

3. The Application of Clustering Technique

From the statement previously stated that clustering is a strategy that can be used to generate materials for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

In clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topics with lines, follow the same procedure with your subtopics.²⁰

To cluster, write the subject in the middle of a blank a sheet of paper and draw a circle around it. Then draw lines away from the subject. At the end of each line, write an idea that comes to your mind and draw a circle around it. Continue to draw lines, write ideas, and draw circles. Later, by clustering ideas that are connected, you may be able to develop a topic.²¹

Clustering works as follows:

- a. In a word or phrase, write your topic in the center of a piece of paper. Circle it.
- b. Also in a word or phrases, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center.
- c. The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.²²

¹⁹ Gabrielle lusser Rico, “Pre-Writing: Clustering” from:
<http://exchanges.state.gov/forum/journal>, p.2

²⁰ Donald Pharr and Santi V. Buscemi, *Writing Today...*, p.34

²¹ George Braine and Claire May, *Writing from...*, p.21

²² Rise B. Axelord and Charles R. Cooper, *The ST.Martin’s Guide to...*, p.461

Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using student-generated suggestions) jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the writer sees as each new thought emerges. Completed clusters can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.²³

To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about. For example you'll write about the expectations. Think of ideas and details related to this subject. And write words all around it- words that occur to you as you think of "expectations" Write down all words that you associate with "expectations" words that at first may seem to be random. Write quickly, circling each word, grouping words around your the central word. Connect your new words to previous ones with lines; when you feel you have exhausted a particular avenue of associations, go back to your central word and begin again.

²³ Marianne Celce Murcia, *Teaching English...*, p. 253

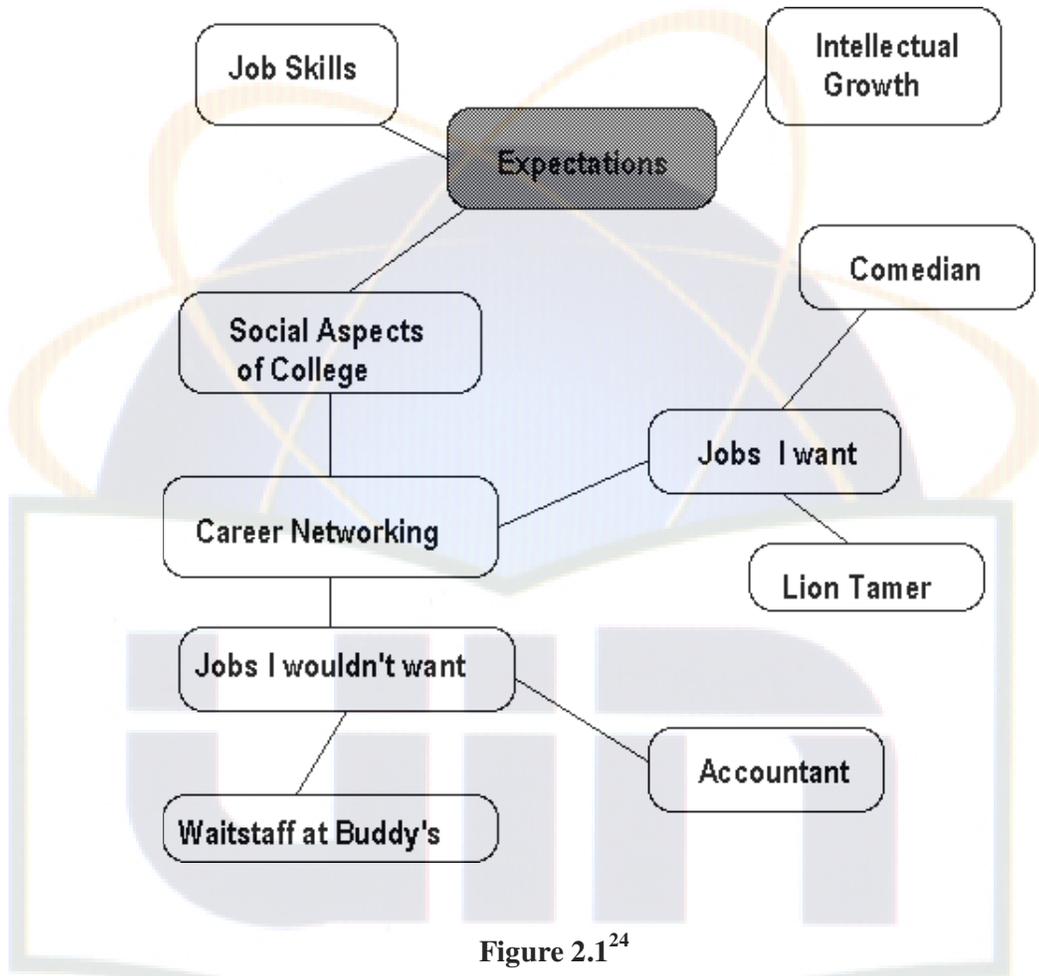


Figure 2.1²⁴

The Application of Clustering Technique

²⁴ *Melanie Dawson & Joe Essid, "Pre-Writing: Clustering" from: <http://Writing2.Richmond.Edu/Writing/Wweb/Cluster.Html>, p. 2*

From the figure 2.1 above, we can see that the topic (expectations) is put in the centre and all of the key words should be related to the topic. The students can write the key words as many as possible. Then, the students can choose which key words should be written to make a good text.

F. Writing

1. The Definition of Writing

Writing is a useful tool for human being; it is used for written communication and transcribing ideas of their main. Writing is not only for written communication, it is a way of thinking and developing ideas and thoughts which can be improved and making them take a visible form outside their mind.

Besides that, in the school level curriculum (KTSP) they are four language skills that should be taught to the students. They are listening, speaking, reading and writing. Writing is one of language skills, it has many subjects matter.

Writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression. On the other hand, when they write their ideas and emotion creatively, they are communicating on paper in their very best way.

According to Jack C. Richard writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences.²⁵

From definition above can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be good one such as grammatical, vocabularies, punctuation, and spelling knowledge. They are integrated to be a

²⁵ Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002) p. 303

paragraph. Paragraph is usually as series of sentences that develop.²⁶ In writing ideas, the writer has to know about paragraph in the composition, because each paragraph has definite function, and summarizing something, ideas, facts, and opinion. Therefore, the paragraph can be divided into three types 1) the introductory paragraph, 2) the developing paragraph, 3) the summarizing paragraph.²⁷

The introductory paragraph states the subject of whole composition, the introduction has function to limit the subject and tell what aspects of it will be treaded. It has function also to explain why these aspects have been chosen for treatment and it states the aim of the writer. It prepares the reader for what is to follow.

The developing paragraphs are the body, or main part of the composition. A composition may consist of many developing paragraph as there are main topic discuss.

The summarizing paragraph usually restates in different word the main points that have been in developing paragraphs. The summarizing paragraph does is giving the feeling that the composition is completed and that a conclusion has been reached.²⁸

In the other hand Lado said that learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbol of the writing system that represent the utterances one has in mind.²⁹

Writing is one of basic tools of civilization. Without it, the world as we know it could not exist.³⁰

²⁶ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), P.369

²⁷ George E. Wishon and Julia M. Burks, *Let's Write...*, P.369

²⁸ George E. Wishon and Julia M. Burks, *Let's Write...*, P.369

²⁹ Robert Lado, *Language Teaching*, (New York: McGraw-hill, Inc., 1964), p. 143

³⁰ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: CBS College Publishing, 1983), p. 160

According to Marianne C. Murcia, writing is “the ability to express one’s ideas in written form is a second or foreign language”.³¹ It means that writing is an activity to express our ideas in written form.

Penny Ur said, “Writing is widely used within foreign language courses as a convenient means for engaging with aspect of language other than writing itself. For example: learners note down new vocabulary copy out the grammar rules to written test.”³²

From definition above can be conclude that writing should be seen as the way to express ideas from the writer’s knowledge and resources without forgetting the linguistic rule, the writing will be full of meaning.

2. The Writing Process

Writing process is the stage a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (personal writing, public writing, social writing, study writing, or institutional writing), and the medium it is written in (pen, paper, computer, word files, etc.).

John Langan stated that writing is a process that involves the following steps:

- a. Discovering a point-often through prewriting.
- b. Developing solid support for the point-often through more prewriting.
- c. Organizing the supporting material and writing it out in a first draft.
- d. Revising and editing carefully to ensure an effective, error-free paper.

³¹ Marianne C. Murcia, *Teaching English...*, p.233

³² Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.162

Learning this sequence will help you to be confident when the time comes to write. You'll know that you can use prewriting as a way to think on paper and to discover gradually just what ideas you want to develop. You'll understand that there are four clear-cut goals to aim in your writing—unity, support, organization, and error-free sentences. You'll realize that you can use revising to rework a paper until it is strong and effective. And you'll be able to edit a paper so that your sentences are clear and error-free.³³

In other source stated that there are stages in the writing process, (1) getting ideas together, (2) planning and outlining, (3) making notes, (4) making a first draft, (5) revising, re-drafting, (5) editing, and (6) final.³⁴

Writing is a process that includes several different activities. Although these are usually called “stages,” they are not as separate or as linear as that term might suggest. Learning to write is a matter of learning about the stages and about efficient methods of working through each stage and combining them into an efficient process. There are stages in the writing process: prewriting, drafting, revising, and editing.

Prewriting

Prewriting is the term given to all of the activities that prepare us to write a first draft. These generally include defining the writing task, gathering material, and planning the first draft.

Prewriting can help you find a topic and test it by seeing how well it holds up under development. It also helps you generate ideas and allows you to see the connections among those ideas. Your choice of prewriting options should be guided by two factors: (1) your rhetorical context (purpose and audience) and (2) your learning style.³⁵

³³ John Langan, *English...*, p.17

³⁴ Jo McDonough and Christopher Shaw, *Materials...*, p. 186

³⁵ Donald Pharr and Santi V. Buscemi, *Writing Today...*, p.29

Drafting

First drafts are made to be thrown out or at least buried beneath revisions, but they are an important part of the writing process. Draft purposes: (1) they allow us to put all of our material on paper, and thus to see it all at once as we never could in our heads; (2) but putting all of our material before us, they enable us to evaluate it. As we draft, we put our thoughts and our supporting data into words, sentences, and paragraphs, and we can see and hear it all together for the first time.³⁶

Revising

To revise is to *reenvision*, to see again. When our ideas have been shaped into a draft, warts and all, they are before us, and we can evaluate them.

Editing

Making sure that the words are correctly spelled and that the sentences are correctly constructed and punctuated may seem to be minor consideration.

Other sources state that the writing process is an interrelated set of recursive stages which include:

- 1) Drafting
- 2) Structuring (ordering information, experimenting with arrangements, etc.)
- 3) Focusing (that is making sure you are getting the message across you want to get across)
- 4) generating ideas and evaluation (assessing the draft and/or subsequent drafts)³⁷

Lado said that “learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of

³⁶ Julia Dietrich and Marjorie M. Kaiser, *Writing Self Expression and Communication*, (San Diego: Harcourt Brace Jovanovich, Publisher, 1986), p.35

³⁷ Jeremy Harmer, *The Practice of English...*, p.258

the writing system that represent the utterances one has in mind. This is divided into several steps: prewriting, copying read texts, transcribing, composition, and literature.”³⁸

3. Purposes of Writing

When the students do their writing, they certainly have some purposes. They have to consider the purpose of their writing since this will influence, not only to the type of text they wish to produce, but including the language they use, and the information that they choose.

According to David Nunan, written language serves a range of functions in everyday life, including the following:

a. Primarily for action

Public signs, e.g. on roads and stations; product labels and instructions, e.g. on food, tools or toys purchased; recipes; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts.

b. primarily for information

Newspapers (news, editorials) and current affairs magazines; hobby magazines; nonfiction books, including text books; public notes; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

c. primarily for entertainment

Light magazines, comic strips; fiction book; poetry and drama; newspaper features; film subtitles; games, including computer games.³⁹

Betty Mattix Dietsch said that there are general purpose and specific purpose of writing. Writing has general purpose: to inform, to persuade, to express, and to entertain. More often than not, these general purposes are combined in various ways. For example, most writing is intended to

³⁸ Robert Lado, *Language Teaching*, (New York: McGraw-hill, Inc., 1964), p. 143

³⁹ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p.84

inform, but it also has a secondary persuasive element: to convince the reader that it is factual and reliable. Other writing is primarily persuasive, designed to argue a point and secure agreement, yet it is also informative. The degree of persuasion varies according to the occasion, purpose, and audience. The specific purpose involves responding to a certain need for writing. The topic is the subject.⁴⁰

G. Narrative Text

1. The Definition of Text

People use words in the world. When these words are put together to communicate the meaning, a piece a text is created. When we speak or write to communicate a message, we are constructing a text, when we read, listen to, or view a piece of text; we are interpreting its meaning.⁴¹

There are main categories of texts, literary and factual. Within these are various text types. Each text type has a common way of using language.

Literary text includes aboriginal dreaming stories, movie script, limericks, and fairy tales, novels, song lyrics, mimes and soap operas. They are constructed to appeal to our emotion and imagination.⁴² Literary text can make us laugh or cry, think about our lives or consider our beliefs. There are three main text types in this category: Narrative, Poetry, and Dramatic, media text such as films, videos, television show, and CD can also be told in this category.

Factual text included advertisement, announcement, internet websites, current affair show, debates, recipes, report and instructions.⁴³ They present information or ideas and aim to show, tell or persuade the audience. The main text types in these categories are recount, response, explanation, discussion, information, report, exposition, and procedure.

⁴⁰ Betty Mattix Dietsch, *Reasoning and Writing...*, p.4

⁴¹ Mark and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmilan, 1997), reprinted 2003, p.1

⁴² Mark and Kathy Anderson, *Text...*, p. 2

⁴³ Mark and Kathy Anderson, *Text...*, p. 3

Literary and factual have different social function, schematic structure, and linguistic features. Text and stories have existed in cultures around the world for centuries. One type of text that has influenced many lives in its existence is narrative.

The students generally are expected to be able to write texts based on the genres are used to refer to text-type, not to traditional varieties of literature. It is type of text, define in terms of social purpose; also the level of context dealing with social purposes. The basic of theory of the genres of text are Narration, News Story, Explanation, Exemplum, Recount, Exposition, Anecdote and spoof are Story Genres. Report, Exposition, Discussion, Description, review, and News Item are Factual Genres. From the text the students are expected to be able to analyze the social function, schematic structure, and linguistic feature. The social function is the purpose of text. Schematic structure is the distinctive beginning-middle-end structure of genre. And linguistic feature is significant grammatical patterns of texts. The most important students are able to write texts based on the genres.

2. The Definition of Narrative Text

The narrative text type tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.⁴⁴ Another purpose are, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.⁴⁵

Another definition according George Braine and Claire May said that when the description is about events, such as a story, we say that the writer is using narration.⁴⁶

⁴⁴ Mark and Kathy Anderson, *Text Types...*, p.6

⁴⁵ Mark and Kathy Anderson, *Text Types in English 3*, (South Yarra: MacMillan, 1998), p.3

⁴⁶ George Braine and Claire May, *Writing from Sources*, (Villa Street: Mayfield Publishing Company, 1995), p.95

Although, narration usually refers to the telling of story, the term is used here to describe the relating of an experience. That experience maybe in the past (past narration) or it may be a typical experience (what people usually do) or it may be going on now (present narration).⁴⁷

Mark and Kathy Anderson said that there are some examples of Narrative text that can be founded are: fantasy novels, bedtime stories, historical fiction, and stories.⁴⁸

Narrative text can have five main parts these are shown in the explanation bellow which is called schematic structure:

a. Orientation

In this paragraph the narrative tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

b. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

c. Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

d. Resolution

This part of the narrative where the complication is sorted out or the problem is solved.

e. coda

⁴⁷ Regina L. Smalley, Mary K. Ruetten and Joann Rishel Kozyrev, *Refining Composition Skills Rethoric and Grammar*, (Boston: Heinle and Heinle Publisher, 2000), p.44

⁴⁸ Mark and Kathy Anderson, *Text Types in English 2*, . . . , p.7

The narrator includes a coda if there is to be a moral or message to be learned from the story.⁴⁹

3. The features of Narrative Text

a. Purpose

The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It has the following characteristics.⁵⁰

Research has shown that narrative constitutes an important discursive resource used by speakers across a range of social contexts and setting to accomplish many different social functions. It is clearly the case that “narratives are highly portable discursive units”. Stories can be told to entertain (jokes, folktales, anecdotes), to justify and explain (accounts, and descriptions of events), to instruct (the ‘cautionary’ tale, fables), and to establish social norms (gossip). But even more importantly, stories tell us who we are: they are central to our social and cultural identity.⁵¹

b. Types of Narrative

There are many types of Narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science, fiction, romances, horror stories, adventures

⁴⁹ Mark and Kathy Anderson, *Text Types in English 2....*, p.12

⁵⁰ Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 105

⁵¹ Joanna Thornborrow and Jennifer Coates, *The Sociolinguistics of Narrative*, (Amsterdam: John Benjamin Publishing Company, 2005), p.3

stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience.⁵²

c. Schematic Structure

Generic Structure or schematic structures in narrative text are:

- 1) Orientation: sets the scene and introduces the participants.
- 2) Evaluation: a stepping back to evaluate the plight.
- 3) Complication: a crisis arises.
- 4) Resolution: the crisis is resolved, for better or for worse.
- 5) Reorientation: optional

d. Language features

There are some linguistic features in narrative text :

- 1) Focus on specific and usually individualized participants.
- 2) Use of material processes (and this text, behavioral and verbal processes).
- 3) Use of relational processes and mental processes.
- 4) Use of temporal conjunctions and temporal circumstances.
- 5) Use of past tense.⁵³

4. The Examples of Narrative Text

The following shows an example of narrative text and its generic structure analysis.

⁵² Anonymous, "Types of Narrative" from:
http://englishunitechnology.ac.nz/resources/resources/text_form/narrative.html

⁵³ Wido H. Toendan, *Reading Comprehension...*, p. 105

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.

She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White".

The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.

The model essay above can be analyzed according to its generic structure as follows:⁵⁴

Table 2.1
Generic Structures of Narrative Text

Snow White	Title
Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.	Orientation
One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.	Major Complication
She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.	Resolution
She was very tired and hungry.	Complication
Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.	Resolution

Continue to the next study

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they	Complication
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⁵⁴ Wido H. Toendan, *Reading Comprehension 2...*, p. 106

found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, “What is your name?” Snow White said, “My name is Snow White”.	
The dwarf said, “If you wish, you may live here with us”. Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.	Major Resolution

H. Relevant Previous Study

This section is devoted to the previous study specially those deal with the teaching of writing using clustering technique at two different senior high school.

Taufik (2009) has analyzed and evaluated two aspects in teaching descriptive writing through clustering technique at tenth grade students of SMU Dwi Putra Ciputat. Firstly, he clarified that the use of clustering technique in learning descriptive writing can improve the students’ writing achievement where the study has already conducted at the school.

Another aspects, he informed that the students also found some difficulties in learning descriptive writing such as: (1) to organize the ideas, (2) limited the vocabulary items, and (3) the use of punctuation in their writing.⁵⁵

In line with the taufik’s findings, Jumailah (2006) who also explained in her skripsi that teaching writing through clustering technique at the first year of SMA Ibnu Rusydi Cipondoh can improve the students’ scores in writing.⁵⁶

Different with the previous skripsi that have been explained above, this skripsi focuses on using clustering technique in teaching writing of narrative text.

⁵⁵ Taufik, *Teaching Descriptive Writing Through Clustering Technique at Tenth Grade Students of SMU Dwi Putra Ciputat*, (Jakarta: State Islamic University, 2009), Unpublished Skripsi.

⁵⁶ Jumailah, *Teaching Writing Through Clustering Technique at the First Year of SMA Ibnu Rusydi Cipondoh*, (Jakarta: State Islamic University, 2006), Unpublished Skripsi.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the research method used in this study. It consists of research design, place and time of the research, population and sample, research instrument, data and source of data, techniques of collecting data, and techniques of data analysis.

H. Research Design

The research design of this study is categorized as an experimental research about using clustering technique in teaching writing of narrative text at SMA PGRI 56 Ciputat. An experimental study focuses on treatment and outcome. According to Donald Ary this research involves a study of the effect of the systematic manipulation of one variable and another variable. The manipulated variable called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.⁵⁷ This study may also include two classes of 10th grade students they are X-1 and X-2 of SMA PGRI 56 Ciputat. As the context in which the experiment is conducted. The two classes were handled by different English teachers but have own similar educational background.

This study expected to give the visible image of teaching English such as, (1) The implementation of using clustering technique in teaching writing of narrative text applied by the English teacher in the classroom, (2) The students' average improvement after using clustering technique in learning writing of narrative text.

⁵⁷ Donald Ary, et. al., *Introduction to Research in Education*, (Belmont: Harcourt Brace Publishers, 1996), p. 24

I. Place and Time of the Research

This study conducted at tenth grade students of SMA PGRI 56 Ciputat which is located on Jl. Pendidikan No. 30 Ciputat.

The writer has already done the research in limited time is that from January 13, 2010 up to February 25, 2010.

J. Population and Sample

In this research, the writer took the population of the first year students of SMA PGRI 56 Ciputat. The total population is about 80 students from two classes. The experiment was done in 2 classes (X-1 and X-2), 80 students were taken from both classes as population and 20 students out of each class (experiment class and control class) through random sampling as a sample of this study.

K. Research Instrument

To get the data in this research, the writer use the test as an instrument. It is used to know how well the students already mastered in learning writing of narrative text also to prove the effectiveness of using the clustering technique in teaching writing of narrative text.

L. Data and Sources of Data

The data of this study is about the students' achievement after learning narrative text using the clustering technique.

The data was derived from the test (pre-test and post-test), students' scores, and students' answer sheet.

M. Techniques of Collecting data

To collect the data, the writer used the test. The test was done to find out the effectiveness of using clustering technique in teaching writing of narrative text. The writer applied two tests namely pre-test and post-test for the experiment and control class, both of them will be named “data”. (The form of pre-test can be seen in the appendix)

N. Techniques of Data Analysis

The obtained from the test used to know how effective learning the narrative text using the clustering technique. It gained from the students’ scores.

In analyzing the data, the writer uses the comparative technique. The comparative technique is an analyses technique to evaluate hypothesis concerning the differences between two variables examined statistically.

In the comparative technique, the variables are compared to know whether differences are significant. The writer uses t – test to find out the differences score of students’ achievement in teaching writing of narrative text using clustering technique and teaching writing of narrative text without clustering technique which adapted from Anas Sudijono.

The formula is as follows:

- a. Determining Mean of Variable X, with formula:

$$M_x = \frac{\sum X}{N}$$

M_x = the average of gained score (mean of variable X)

$\sum X$ = sum of gained score (Variable X)

N = number of students

b. Determining Mean of Variable Y , with formula:

$$M_y = \frac{\sum Y}{N}$$

M_y = the average of gained score (mean of variable Y)

$\sum Y$ = sum of gained score (Variable Y)

N = number of students

c. Determining of Standard of Deviation Score of Variable X , with formula:

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

SD_x = standard Deviation score of variable X

$\sum X^2$ = sum of squared gained score (Variable X)

N = number of students

d. Determining Standard of Deviation Score of Variable Y , with formula:

$$SD_y = \sqrt{\frac{\sum Y^2}{N}}$$

SD_y = standard Deviation score of variable Y

$\sum Y^2$ = sum of squared gained score (Variable Y)

N = number of students

e. Determining Standard Error Mean of Variable X , with formula:

$$SE_{M_x} = \frac{SD_x}{\sqrt{N-1}}$$

SE_{M_x} = Standard Error mean of variable X

SD_x = standard deviation of variable X

N = number of students

- f. Determining of Standard Error Mean of Variable Y, with formula:

$$SE_{My} = \frac{SDy}{\sqrt{N-1}}$$

SE_{My} = Standard Error mean of variable Y

SDy = standard deviation of variable Y

N = number of students

- g. Determining of Standard Error Mean of difference Mean of Variable X and Mean of Variable Y, with formula:

$$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}$$

SE_{Mx-My} = standard error of difference mean of variable X and mean of variable Y

SE_{Mx}^2 = sum of squared standard error mean of variable X

SE_{My}^2 = sum of squared standard error mean of variable

- h. Determining t_o with formula:

$$t_o = \frac{Mx - My}{SE_{Mx-My}}$$

t_o = t observation

Mx = mean of Variable x

My = mean of variable Y

SE_{Mx-My} = Standard Error Mean of difference Mean of Variable X and Mean of Variable Y

- i. Determining t - table in significant level 5% and 1% with df .

$$Df = (N1 + N2) - 2$$

df = degree of freedom

$N1$ = number of students (control class)

$N2$ = number of students (experiment class)⁵⁸

⁵⁸ Anas Sudijono, *pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 315

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discussed the findings of the research based on the data gathered during the investigation.

In line with the research problems, it presented and discussed the research findings as follows: (1) data of implementation clustering technique in teaching writing of narrative text, (2) data of students' achievement in writing of narrative text.

C. Data of Implementation Clustering Technique in Teaching Writing of Narrative Text.

The learning activities of teaching narrative text using clustering technique are divided into three steps, they are: opening, the lesson, and closing.

In the opening, the teacher started by greeting the students "Assalamualaikum, good morning students, how are you today..." (Responded by the students). After that she checked the attendance list by calling the students' name one by one.

Furthermore, the implementation of clustering technique in teaching writing of narrative text was divided into several steps. At the first, the teacher gave the explanation about narrative text and its schematic structures and linguistic features. Then the teacher gave the examples of narrative text and identified their schematic structures. One of narrative text that was discussed is about "Snow White".

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.

She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White".

The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.

Adapted from Wido H.

Toendan.⁵⁹

After that, the teacher asked the students to identify the schematic structures from that text. As follows:

Table 4.1
Generic Structures of Narrative Text

Snow White	Title
<i>Once upon a time</i> there lived a little girl named <i>Snow White</i> . She lived with <i>her aunt</i> and uncle because <i>her parents</i> were dead.	Orientation
One day she heard her uncle and aunt talking about <i>leaving her in the castle</i> because they both wanted to go to America and <i>they didn't have enough money to take her</i> .	Major Complication

Continue to the next page.

⁵⁹ Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 105

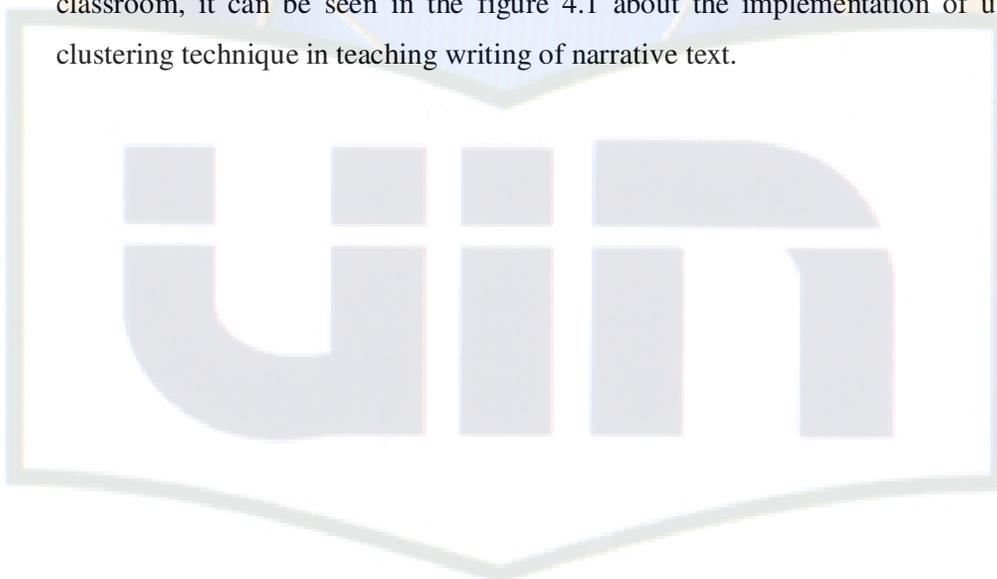
<p>She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning <i>she ran away from home</i> when her uncle and aunt were having breakfast. <i>She ran away into the woods.</i></p>	Resolution
<p>She was <i>very tied and hungry.</i></p>	Complication
<p>Then she saw this little cottage. She knocked but no one answered so <i>she went inside and fell asleep.</i></p>	Resolution
<p>Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. <i>Then she woke up she saw dwarfs.</i> The dwarf said, "What is your name?" Snow White said, "My name is Snow White".</p>	Complication
<p>The dwarf said, "If you wish, <i>you may live here with us</i>". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.</p>	Major Resolution

Next, the teacher explained about how to use clustering technique in writing of narrative text. She began with the definition of clustering technique - making a visual map or new associations that allow thinking more creatively and to begin without clear ideas. Then, she divided it into three steps according to the schematic structures; they are orientation, complications, and resolution. Before that, the teacher gave the topic first it was about "The Myth of Malin Kundang"

The first was orientation. The teacher asked the students about the definition of the orientation first, orientation is who were involved in the story, when and where it happened. Then the teacher wrote the word orientation in the middle and asked the students who were involved in the story, when and where it happened. Next, the teacher wrote and put it on the circle. After that, the teacher made a sentence from each word and arranged it into a good paragraph.

The next step was complications. Same as the first, the teacher asked the students about what is the meaning of the complications first, complications is a problem arises followed by other problems. Then the teacher asked the students about some problems that arise in this story. Next, the teacher wrote and put it on the circle. After that the teacher made a sentence from each word and arranged it into a good paragraph.

The third step was resolution. After the teacher asking about the meaning of resolution, is solutions to the problems. The teacher asked the students about some solutions that were happened in this story. After that, she wrote and put it into the circle. To give a clearer description about how the English teacher of tenth grade students of SMA PGRI 56 Ciputat applied clustering technique in the classroom, it can be seen in the figure 4.1 about the implementation of using clustering technique in teaching writing of narrative text.



“The Myth of Malin Kundang”

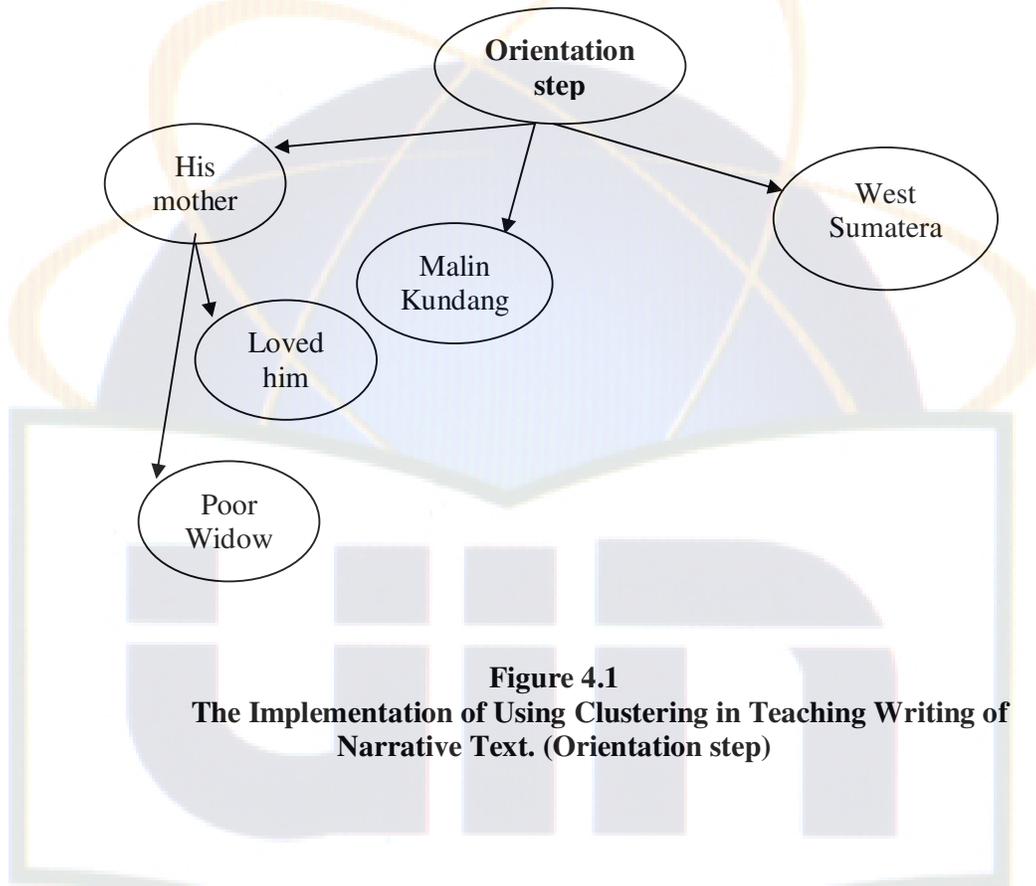


Figure 4.1
The Implementation of Using Clustering in Teaching Writing of Narrative Text. (Orientation step)

Malin Kundang was born in West Sumatera. When he was a little boy, he lived with his mother. She was a poor widow. She loved him very much.

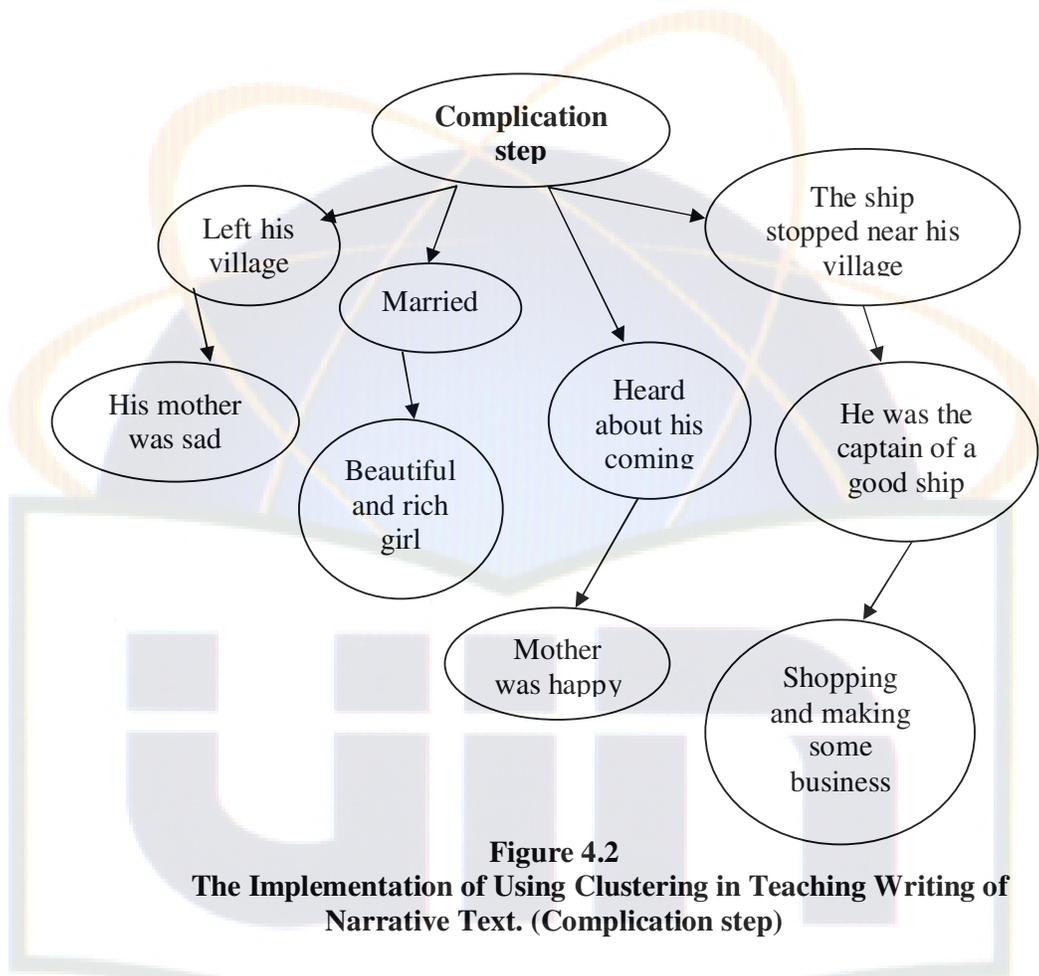


Figure 4.2
The Implementation of Using Clustering in Teaching Writing of
Narrative Text. (Complication step)

When Malin Kundang was teenager, he left his village in order to struggle for a better future. So, he left Sumatera. His mother was sad. When he left her, she always prayed for her sons' health and hoped that he would come back to his village later.

After he left his island, Malin Kundang was always busy. He was very intelligent and brave. And he always worked hard, the intelligence, bravery, and hardness made him successful. He married a rich girl. She was beautiful and kind they loved each other very much. And he was the captain of his good ship.

One day, Malin Kundang's beautiful ship stopped at a seaport near his mother's village. He, his wife, and his crew were all doing shopping and making some business there. One or two days later, his mother heard about his coming. She was very happy that he came

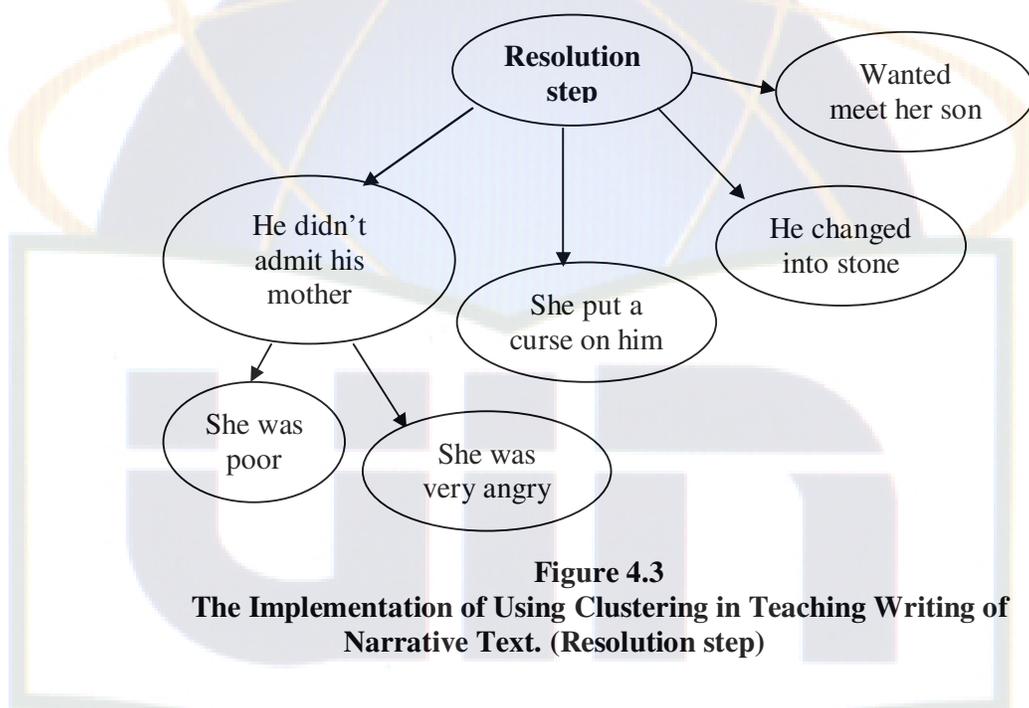


Figure 4.3
The Implementation of Using Clustering in Teaching Writing of Narrative Text. (Resolution step)

So, one morning she wanted to meet her son. But Malin Kundang did not admit that she was his mother because she was very poor. The mother was very angry when Malin Kundang's words were very rude. In her anger she put a curse on him and Malin Kundang was under the curse. He changed into stone.

In closing, the teacher asked the students' understanding. Then she resumed the material that has been explained before. In the last the teacher gave the homework to the students to make a narrative text using clustering technique.

D. Data of Students' Achievement in Writing of Narrative Text

Data of students' achievement in learning narrative text using clustering technique divided into two kinds, namely 1) the data of students' achievement in learning narrative text using clustering technique in experiment class, and 2) the data of students' achievement in teaching narrative text without using clustering technique in control class. Which were gained from pre-test and post-test that were applied in both of class.

The test was arranged in the form of essay that consists of jumble paragraph of narrative text for pre-test and made sentences for post-test. The tests were consist of 6 items for pre-test and 2 items for post-test. It will be accumulated to 100 for each item of test. (The form of pre-test can be seen in the appendix I and for post-test can be seen in the appendix 2)

To know the result of test namely post-test and pre-test of the two groups of experiment class and control class will be presented on the table below:

Table 4.2
The Students' Score of the Experiment Class (X-1).

Students (N)	Pre-test	Post-test	Gained Score
1	50	85	35
2	60	80	20
3	50	70	20
4	85	95	10
5	65	80	15
6	65	75	10
7	85	95	10
8	65	85	20
9	65	80	15
10	55	75	20
11	55	80	25

Continue to the next page

12	70	95	25
13	85	100	15
14	70	100	30
15	65	90	25
16	65	90	25
17	65	75	10
18	55	85	30
19	65	90	25
20	65	85	20

Adapted from the students' answer sheet

The table 4.2 above clarified that, in pre-test there were 2 students who got score 50 (students 1 and 3), 3 students who got score 55 (students 10, 11, and 18), only one student who got score 60 (student 2), 9 students who got score 65 (students 5, 6, 8, 9, 15, 16, 17, 19, and 20), 2 students who got score 70 (students 12 and 14), and 3 students who got score 85 (students 4, 7 and 13).

In post-test their score higher than pre-test it can be seen in table 4.8 above. The highest score in post-test is 100 (students 13 and 14) and the lowest score is 70, only one student who get the lowest score (student 3).

Table 4.3
The Students' Score of Control Class (X-2)

Students (N)	Pre-test	Post-test	Gained Score
1	70	70	0
2	65	70	5
3	70	80	10
4	50	65	15
5	65	65	0
6	55	60	5
7	75	75	0

Continue to the next page

8	65	75	10
9	55	65	10
10	70	80	10
11	75	85	10
12	65	70	5
13	75	80	5
14	75	80	5
15	85	85	0
16	75	80	5
17	70	80	10
18	65	65	0
19	75	75	0
20	75	70	5

Adapted from the students' answer sheet

The table 4.3 above informed that in control class, there were 4 students got score 70 (students 1, 3, 10, and 17), 5 students got score 65 (students 2, 5, 8, 12, and 18), only one student got score 50 (student 4), 2 students got score 55 (students 6 and 9), 6 students got score 75 (students 7, 11, 13, 14, 16, and 20) and only one student got score 85 (student 15) when they were doing a pre-test.

In post-test their score higher than pre-test it can be seen in table 4.8 above. The highest score in post-test is 85 (students 11 and 15) and the lowest score is 65, there were 4 students who got the lowest score (students 4, 5, 9, and 18).

From two table presented above the writer can conclude the experiment class's score (learning writing of narrative text using clustering technique) is higher than the control class's score (without using it) when they had learn about narrative text.

As mentioned before, that in analyzing the data from the result of pre-test and post-test, the writer uses statistic calculation of the *t – test* formula with the degree of significance 5% and 1% as follows:

Table 4.4
The Comparison Scores of each Student of the Experiment Class and Control Class

Students	X	Y	X	Y	x^2	y^2
1	35	0	14.75	-5.5	217.6	30.25
2	20	5	-0.25	-0.5	0.06	0.25
3	20	10	-0.25	4.5	0.06	20.25
4	10	15	-10.25	9.5	105.1	90.25
5	15	0	-5.25	-5.5	27.6	30.25
6	10	5	-10.25	-0.5	105.1	0.25
7	10	0	-10.25	-5.5	105.1	30.25
8	20	10	-0.25	4.5	0.06	20.25
9	15	10	-5.25	4.5	27.6	20.25
10	20	10	-0.25	4.5	0.06	20.25
11	25	10	4.75	4.5	22.6	20.25
12	25	5	4.75	-0.5	22.6	0.25
13	15	5	-5.25	-0.5	27.6	0.25
14	30	5	9.75	-0.5	95.06	0.25
15	25	0	4.75	-5.5	22.6	30.25
16	25	5	4.75	-0.5	22.6	0.25
17	10	10	-10.25	4.5	105.1	20.25
18	30	0	9.75	-5.5	95.06	30.25
19	25	0	4.75	-5.5	22.6	30.25
20	20	5	-0.25	-0.5	0.06	0.25
N = 20	$\sum X=405$	$\sum Y=110$	$\sum x=0$	$\sum y=0$	$\sum x^2=1024.2$	$\sum y^2=395.25$

Based on the data presented in the table 4.4 above, it can be discussed that the lowest gained from the experiment class (X) is 10 and from the control class (Y) is 0, and the highest gained from (X) is 35 and from (Y) is 15. While the sum of gained score (X) is 405 and (Y) is 110. And the sum of squared of gained score (X) is 1024.2 and (Y) is 395.25.

Then, she calculated them based on the step of the *t – test*. The formulation as follow:

- j. Determining Mean of Variable X, with formula:

$$M_x = \frac{\sum X}{N1} = \frac{405}{20} = 20.25$$

- k. Determining Mean of Variable Y, with formula:

$$M_y = \frac{\sum Y}{N1} = \frac{110}{20} = 5.5$$

- l. Determining of Standard of Deviation Score of Variable X, with formula:

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{1024.2}{20}} = 7.218$$

- m. Determining Standard of Deviation Score of Variable Y, with formula:

$$SD_y = \sqrt{\frac{\sum Y^2}{N}} = \sqrt{\frac{395.25}{20}} = 4.44$$

- n. Determining Standard Error Mean of Variable X, with formula:

$$SE_{M_x} = \frac{SD_x}{\sqrt{N-1}} = \frac{7.218}{\sqrt{19}} = \frac{7.218}{4.36} = 1.65$$

- o. Determining of Standard Error Mean of Variable Y, with formula:

$$SE_{M_y} = \frac{SD_y}{\sqrt{N-1}} = \frac{4.44}{\sqrt{19}} = \frac{4.44}{4.36} = 1.02$$

- p. Determining of Standard Error Mean of difference Mean of Variable X and Mean of Variable Y, with formula:

$$\begin{aligned} SE_{Mx-My} &= \sqrt{SE_{Mx}^2 + SE_{My}^2} = \sqrt{1.65^2 + 1.02^2} \\ &= \sqrt{2.72 + 1.04} \\ &= \sqrt{3.76} \\ &= 1.9307 \end{aligned}$$

- q. Determining t_o with formula:

$$t_o = \frac{Mx - My}{SE_{Mx-My}} = \frac{20.25 - 5.5}{1.9307} = 7.64$$

- r. Determining t -table in significant level 5% and 1% with df .

$$\begin{aligned} df &= (N1 + N2) - 2 = (20 + 20) - 2 \\ &= 40 - 2 \\ &= 38 \end{aligned}$$

$df = 38$ (see the table of "t" values at the degree of significant of 5% and 1%).

Because the value of 38 is not mentioned in the table, the writer as uses the closer value to 38 as degree of freedom (df).

Ttable (tt) at significance 5% = 2.02

Ttable (tt) at significance 1% = 2.71

- s. Statistic Hypothesis

To prove the hypothesis, the data obtained from the experiment class and the control class were calculated by using the t -test formula with the assumption as follows:

$t_o > t_t$: The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means, there is significant differences between the result of using clustering technique in teaching writing of narrative text and without using clustering technique in teaching writing of narrative text

$t_o < t_t$: The alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It means, there is no significant differences between the result of using clustering technique in teaching writing of narrative text and without using clustering technique in teaching writing of narrative text

From the result of statistic calculation, it is obtained that the value of t_o is 7,64 and the degrees of freedom (df) is 38 obtained from $(N1+N2 - 2) = (20 + 20 - 2) = 38$. In the table significance, it can be seen that on the df 38 and on the degree of significance of 5% and 1% the values of the degree of significance are 2.02 and 2.71. By comparing the values of $t_o = 7.64$ and $t_t = 2.02$ and 2.71. So, the writer made the conclusions of the hypothesis that t_o is bigger than t_t namely $2.02 < 7,64 > 2.71$, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is a significant difference between using clustering technique in teaching writing of narrative text than without using it.

As Anas Sudijono stated that if the result of calculation t_o is higher than t_t - $t_o > t_t$ - so, the null H_o is rejected. It means that the experiment technique is accepted and if the result of calculation t_o is lower than t_t , - $t_o < t_t$ - so, the H_o is accepted. It means that the experiment technique is accepted.⁶⁰

Based on the increasing of the students' achievement score after learning writing of narrative text using clustering technique, it proved that the use of clustering technique in teaching writing of narrative text was important to encourage the students' achievement.

⁶⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008) p. 301

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions from the researcher based on the research conducted at SMA PGRI 56 Ciputat.

A. CONCLUSION

Based on the research conducted at SMA PGRI 56 Ciputat, the writer concluded the following things:

1. About the implementation of using the clustering technique in teaching writing of narrative text.

The implementation of clustering technique in teaching writing of narrative text is applied well. It can be seen from the previous explanation that there is opening, the lesson and closing. But, sometimes the teacher cannot handle the students in paying attention in teachers' explanation.

2. About the students' improvement in learning writing of narrative text using the clustering technique.

The teaching of writing of narrative text using the clustering technique at the tenth grade students of SMA PGRI 56 Ciputat can improve their writing score. The improvement of students' achievement in learning writing of narrative text using clustering technique is significant enough. It can be seen from the students' score that the students who used the clustering technique in learning writing of narrative text (experiment class) were higher than the students' score who learned without it (control class). The clustering technique can help the student to improve their ideas. It means that the clustering technique had positive effect in teaching writing of narrative text.

B. SUGGESTIONS

Based on the data described previously, the writer gives some suggestions as follows:

1. The implementation of clustering technique in teaching writing of narrative text.

The students' understandings depend on the teachers' explanation, so the teacher should deliver the materials well and should give their good performance in the classroom. Besides, not forgetting to pay attention to the students' activity while teaching learning process.

2. The students' improvement in learning writing of narrative text through clustering technique.

English is one of difficult subject that has to be mastered by the students, so the English teacher should make the teaching learning process more fun and easier.

There are a lot of techniques that can be used to make the teaching learning process more fun and easy to understand by the students. One of techniques that can be used is clustering technique or the teacher can use another technique that is appropriate with the subject which will be discussed.

The English teacher should use the compatible evaluation with the students' ability.

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APPENDIX 1

PRE-TEST

Name :

Class :

Arrange the following jumble paragraphs into a good a meaningful tall tale. Then, identify the orientation, complication(s), and resolution!

The Story of Sangkuriang and Tangkuban Perahu Mountain

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took

Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son.

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother was called Dayang Sumbi, and a child which called Sangkuriang.

Sangkuriang failed to marry her. He was very angry and kicked the boat. It felt over became the mountain of Tangkuban Perahu Bandung.

Soon Dayang Sumbi found out that it was not deer liver but Tumang's, her own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

APPENDIX 2

POST-TEST

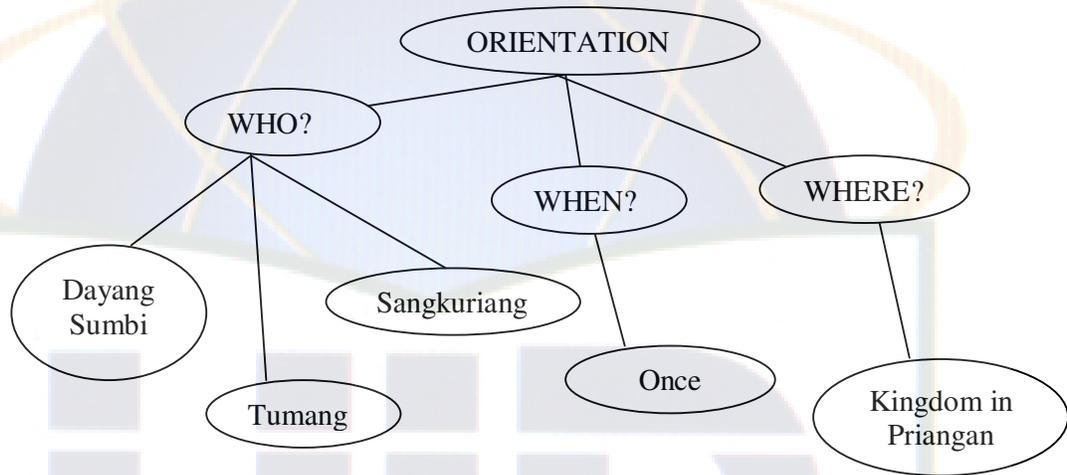
Name :

Class :

A. *The following story is not finished yet. Complete it by using cluster provided below!*

1.

The Story of Sangkuriang and Tangkuban Perahu Mountain

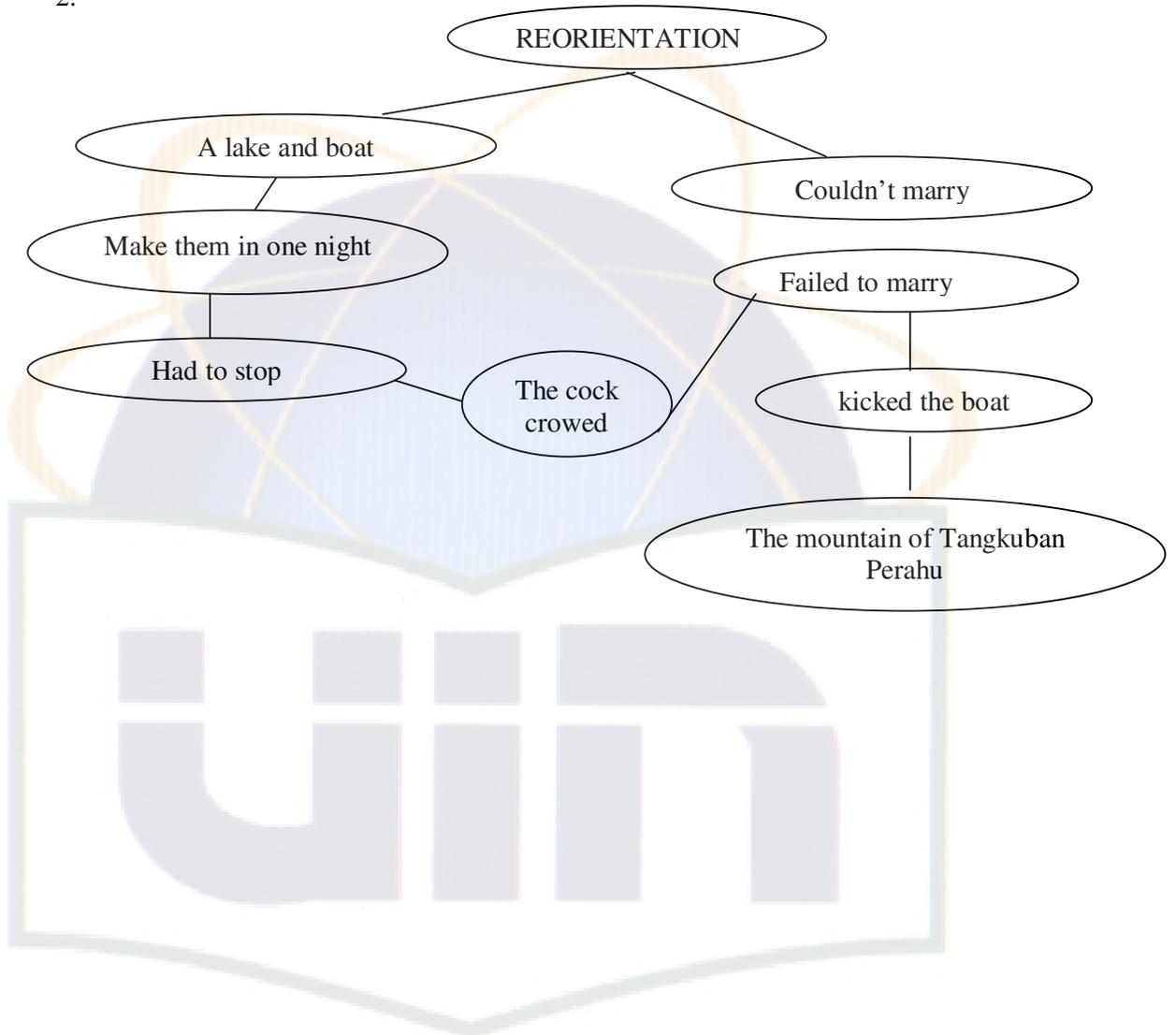


One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer liver but Tumang's, her own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son.

2.



APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Satuan Pendidikan : SMA PGRI 56 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / II
Aspek / Skill : Writing / Menulis
Alokasi Waktu : 4 x 40 menit
Jenis Teks : fungsional dan esei pendek
(narrative text)
Tahun Pelajaran : 2009 /2010

Standar Kompetensi

Menulis

Mengungkapkan teks dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Menulis

Mengungkapkan makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*.

Indikator

Siswa Mampu:

- Mengungkapkan makna dan langkah retorika dalam esei pendek.
- Menulis teks berbentuk *narrative*.
- Mengetahui ciri-ciri dari *narrative text*.
- Mengidentifikasi kosakata pada teks dan arti dari kata kunci.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- mengidentifikasi cirri-ciri dari narrative text.
- Menulis teks berbentuk narrative.
- Memahami teks berbentuk narrative.
- Mengetahui main idea dari teks.

Materi Pembelajaran / Uraian Materi Pokok

The following shows an example of narrative text and its generic structure analysis.

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.

She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White".

The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.

Linguistic Features:

- Focus on specific and usually individualized participants.

- Use of material processes (and this text, behavioral and verbal processes).
- Use of relational processes and mental processes.
- Use of temporal conjunctions and temporal circumstances.
- Use of past tense.⁶¹

Schematic Structures:

- Orientation: sets the scene and introduces the participants.
- Evaluation: a stepping back to evaluate the plight.
- Complication: a crisis arises.
- Resolution: the crisis is resolved, for better or for worse.
- Reorientation: optional

The model essay above can be analyzed according to its generic structure as follows:⁶²

Table 1
Generic Structures of Narrative Text

Snow White	Title
Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.	Orientation
One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.	Major Complication
She didn't want her uncle and	Resolution

⁶¹ Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 105

⁶² Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 106

aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.	
She was very tired and hungry.	Complication
Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.	Resolution
Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, “What is your name?” Snow White said, “My name is Snow White”.	Complication
The dwarf said, “If you wish, you may live here with us”. Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.	Major Resolution

Metode dan Teknik Pembelajaran: Three – Phase Technique

Langkah – Langkah Kegiatan

Pertemuan I

a. Kegiatan Pendahuluan

- greeting (memberi salam dan tegur sapa)
- Tanya berbagai hal terkait kondisi siswa
- Mengabsen siswa.
- Memotivasi siswa. Dengan game selama 5 menit

Game ini bertujuan untuk melatih konsentrasi siswa guru memberikan intruksi kepada semua siswa untuk berdiri dan kedua tangan diangkat ke depan, kemudian guru menyebutkan salah satu anggota badan (dalam bahasa Inggris) dan siswa harus menunjukkannya dengan tepat.

b. Kegiatan inti

- Guru menjelaskan tentang definisi narrative text
- Guru menjelaskan tentang ciri-ciri (linguistic features and generic structure) dalam narrative text.
- Guru memberikan sebuah contoh narrative text beserta penjelasan tentang linguistic feature dan generic structure-nya.

c. Kegiatan penutup

- guru menanyakan kesulitan siswa selama proses kegiatan belajar berlangsung.
- Guru menyimpulkan materi pembelajaran.
- Guru mengakhiri kegiatan belajar mengajar.

Pertemuan II

a. Kegiatan Pendahuluan

- greeting (memberi salam dan tegur sapa)
- Tanya berbagai hal terkait kondisi siswa
- Mengabsen siswa.
- Memotivasi siswa. Dengan game selama 5 menit

b. Kegiatan inti

- Guru mereview materi sebelumnya yaitu narrative text dengan menanyakan pertanyaan yang berkaitan.
- Guru memberikan sebuah contoh narrative text beserta penjelasan tentang linguistic feature dan generic structure-nya.

- Guru memberikan latihan kepada siswa untuk menganalisa sebuah text berbentuk narrative yaitu mengetahui linguistic feature dan generic structure-nya
- Guru membahas latihan tersebut bersama-sama.
- Guru meminta salah satu siswa untuk membaca text berbentuk narrative tersebut.

c. Kegiatan penutup

- guru menanyakan kesulitan siswa selama proses kegiatan belajar berlangsung.
- Guru menyimpulkan materi pembelajaran.
- Guru mengakhiri kegiatan belajar mengajar.

Sumber Belajar

- Buku teks "*look a head 1 for senior high school students year X*" M. Sudarwati, Eudia Grace, Erlangga.
- Kurikulum SMA.
- Scrip text narrative
- Buk teks "*reading comprehension book two*" Wido H. Toendan

Mengetahui,

Ciputat, 27 Januari, 2010.

Dosen Pembimbing

Elyza Martiarini, S. Pd

Ismatul Maula

APPENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experiment Class)

Satuan Pendidikan : SMA PGRI 56 CIPUTAT

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / II

Aspek / Skill : Writing / Menulis

Alokasi Waktu : 4 x 40 menit

Jenis Teks : Fungsional dan Esei pendek (narrative text)

Tahun Pelajaran : 2009 /2010

Standar Kompetensi

Menulis

Mengungkapkan teks dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Menulis

Mengungkapkan makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*.

Indikator

Siswa Mampu:

- Mengungkapkan makna dan langkah retorika dalam esei pendek.
- Menulis teks berbentuk narrative.
- Mengetahui ciri-ciri dari narrative text.
- Mengidentifikasi kosakata pada teks dan arti dari kata kunci.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengidentifikasi cirri-ciri dari narrative text.
- Menulis teks berbentuk narrative.
- Memahami teks berbentuk narrative.
- Mengetahui main idea dari teks.

Materi Pembelajaran / Uraian Materi Pokok

Lingustic Features:

- Focus on specific and usually individualized participants.
- Use of material processes (and this text, behavioral and verbal processes).
- Use of relational processes and mental processes.
- Use of temporal conjunctions and temporal circumstances.
- Use of past tense.⁶³

Schematic Structures:

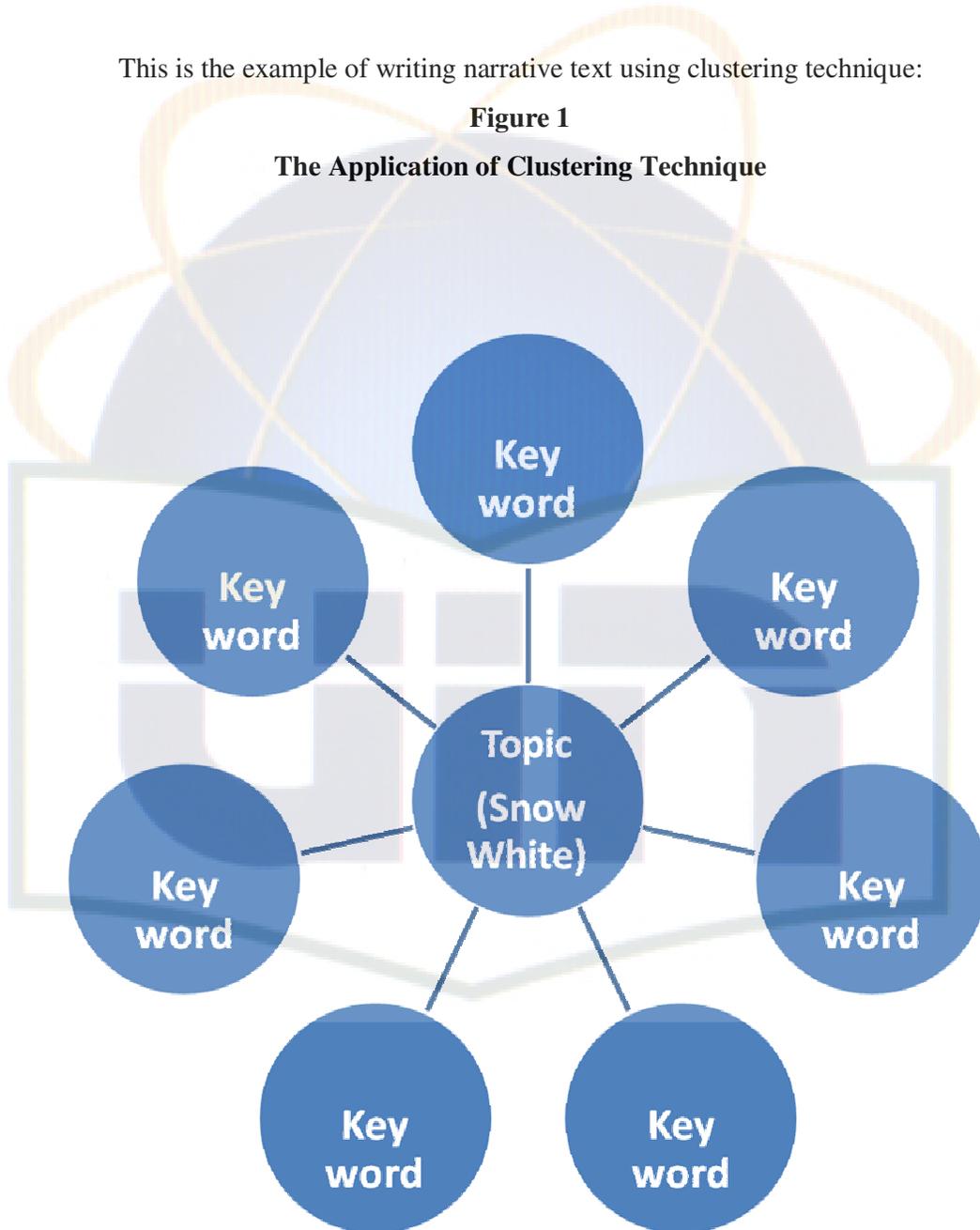
- Orientation: sets the scene and introduces the participants.
- Evaluation: a stepping back to evaluate the plight.
- Complication: a crisis arises.
- Resolution: the crisis is resolved, for better or for worse.
- Reorientation: optional

⁶³ Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 105

This is the example of writing narrative text using clustering technique:

Figure 1

The Application of Clustering Technique



The following shows an example of narrative text and its generic structure analysis.

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.

She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White".

The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.

The model essay above can be analyzed according to its generic structure as follows:⁶⁴

Table 1

Generic Structures of Narrative Text

Snow White	Title
Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.	Orientation
One day she heard her uncle and aunt talking about leaving her in the	Major Complication

⁶⁴ Wido H. Toendan, *Reading Comprehension 2*, (Bandung: Global House Publications, 2009), p. 106

castle because they both wanted to go to America and they didn't have enough money to take her.	
She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods.	Resolution
She was very tired and hungry.	Complication
Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.	Resolution
Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up she saw dwarfs. The dwarf said, "What is your name?" Snow White said, "My name is Snow White".	Complication
The dwarf said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story and she and the 7 dwarfs lived happily ever after.	Major Resolution

Metode dan Teknik Pembelajaran: Clustering Technique

Langkah – Langkah Kegiatan

Pertemuan I

a. Kegiatan Pendahuluan

- greeting (memberi salam dan tegur sapa)
- Tanya berbagai hal terkait kondisi siswa
- Mengabsen siswa.
- Memotivasi siswa. Dengan game selama 1 menit
Game ini bernama “tebak kata” guru menyiapkan sebuah kata dan semua siswa diberi kesempatan untuk menebak kata tersebut.

b. Kegiatan inti

- Guru menjelaskan tentang materi yang akan dipelajari yaitu tentang Narrative text.
- Guru menjelaskan tentang definisi narrative text.
- Guru menjelaskan tentang linguistic features dan generic structures dari narrative text.
- Guru memberikan contoh narrative text.
- Guru memberikan menjelaskan linguistic features dan generic structure dari conto teks tersebut.

c. Kegiatan penutup

- Guru menanyakan kesulitan siswa selama proses kegiatan belajar berlangsung.
- Guru menyimpulkan materi pembelajaran.
- Guru mengakhiri kegiatan belajar mengajar.

Pertemuan II

a. Kegiatan Pendahuluan

- greeting (memberi salam dan tegur sapa)

- Tanya berbagai hal terkait kondisi siswa
- Mengabsen siswa.
- Memotivasi siswa dengan game selama 1 menit.

b. Kegiatan Inti

- Guru memulai pelajaran
- Guru mereview pelajaran sebelumnya dengan menanyakan pertanyaan berkait dengan topik sebelumnya kepada siswa.
- Guru memberikan sebuah tema tentang narrative text yang ditulis di papan tulis.
- Guru menanyakan siswa apa yang mereka ketahui berkaitan dengan tema dan menuliskan semua jawaban di papan tulis dan dilingkari.
- Begitu seterusnya sampai siswa tidak mampu menemukan ide lain yang berkaitan dengan tema.
- Guru menyusun ide-ide tersebut menjadi sebuah teks berbentuk narrative.
- Guru memberikan sebuah latihan kepada siswa untuk menulis sebuah teks narrative dengan tema yang sudah ditentukan oleh guru dan dengan menggunakan clustering technique.
- Guru memeriksa membahas latihan tersebut bersama-sama

c. Kegiatan penutup

- Guru menanyakan kesulitan siswa selama proses kegiatan belajar berlangsung.
- Guru menyimpulkan materi pembelajaran.
- Guru mengakhiri kegiatan belajar mengajar.

Sumber Belajar

- Buku teks *“English on Sky for senior high school students I”* Mukarto, M.Sc,penerbit Erlangga, 2004.
- Buku teks *“The Bridge English Competence for SMP I”* Kristono, Esti Tri Andayani, Ismukoco and Albert Tupan. Yudistira, 2004.

- Buku teks “*Reading Comprehension*” Wido H. Toendan.
- Kurikulum SMA.
- Text narrative

Mengetahui,

Ciputat, 27 Januari, 2010.

Dosen pembimbing

Elyza Martiarini, S. Pd

Ismatul Maula

APPENDIX 5

The “t” Value for *df* 5% and 1%.[#]

<i>df</i> atau <i>db</i>	Harga kritik “t” pada taraf signifikansi	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50

8	2,31	3,26
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,05	2,76
30	2,04	2,76
35	2,04	2,75
40	2,03	2,72
45	2,02	2,71
50	2,02	2,69
60	2,01	2,68
70	2,00	2,65
80	2,00	2,64

90	1,99	2,63
100	1,99	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

Adapted from Sudijono, Anas, *Pengantar Statistik Pendidikan*, (Jakarta:Raja Grafindo persada, 1994).

