THE EFFECTIVENESS OF USING CLUSTERING
TECHNIQUE IN TEACHING WRITING RECOUNT TEXT
(A Quasi-Experimental Study at the Eight Grade of Mts Negeri 3 Jakarta)

A “Skripsi”

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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2015
The Effectiveness of Using Clustering Technique in Teaching Writing Recount Text
(A Quasi-Experimental Study at the Second Grade of Mts Negeri 3 Jakarta)

"Skripsi"

Presented to the Faculty of Tarbiyah and Teacher's Training
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DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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2015
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE IN TEACHING WRITING RECOUNT TEXT” (A Quasi-Experimental study at second grade of Mts Negeri 3 Jakarta), written by Rini Aryanti, student’s registration number 1110014000010 was examined by the Committee on March 24th 2015. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Strata 1) in English Education at the English Department.

Jakarta, March 24th 2015

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ABSTRACT

ARYANTI, RINI. *The Effectiveness of Using Clustering Technique in Teaching Writing Recount Text. A Quasi-Experimental Study at Second Grade of MTs Negeri 3 Jakarta.* Skripsi of English Education Department at Faculty of Tarbiyah and Teachers Training of State Islamic University Syarif Hidayatullah Jakarta 2015.

**Key word:** Clustering Technique, Recount Text.

The aim of this research was to investigate the effectiveness of using clustering technique in teaching writing recount text. The method used in this research was a quantitative method and the research design was a quasi experiment. The sample of this research was the eighth grade students of *MTs Negeri 3 Jakarta.* They were 8.2 class as the experimental class, whereas 8.1 class as the control one. Each class consisted of 25 students. For sampling technique, the researcher used *purposive sampling.* The instrument used in this research was a written test and the analytic writing rubric was used to score the students’ writing on the pre and posttest. The result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% (α = 0.05), $t_{\text{count}}$ was 2.64 while $t_{\text{table}}$ was 2.01 or $t_{\text{count}} > t_{\text{table}}$. The effect size of clustering technique (treatment) in students’ writing recount text was 0.7 and it was on category *medium effect* based on the effect size range of *Cohen’s d.* Therefore, $H_0$ was rejected and $H_a$ was accepted. It proved that there was a positive effect of using clustering technique in students’ writing recount text.
ABSTRAK


Kata kunci: Teknik Clustering, Teks Recount.

Penelitian ini bertujuan untuk meneliti efektifitas teknik clustering dalam pengajaran menulis berbentuk teks recount. Metode yang digunakan dalam penelitian ini adalah kuantitatif dan desain penelitian yang digunakan adalah quasi-eksperimen. Sampel pada penelitian ini adalah murid kelas delapan MTs Negeri 3 Jakarta. Mereka dari kelas 8.2 sebagai kelas eksperimen, sedangkan dari kelas 8.1 adalah sebagian kelas control. Masing-masing kelas terdiri dari 25 murid. Pada teknik sampel, peneliti menggunakan purposive sampling. Instrumen yang digunakan adalah bentuk tes tulis dan menggunakan penilaian penulisan analitik untuk menilai hasil tulisan siswa/siswi pada pre-test dan pos-test. Hasil hipotesis statistic tes dengan menggunakan independen sample t-test menunjukan bahwa pada tingkat taraf 5% (α = 0.05), nilai untuk $t_{count}$ adalah 2.64 sedangkan nilai untuk $t_{table}$ adalah 2.011 atau $t_{count} > t_{table}$. Tingkat pengaruh teknik clustering (perlakuan) pada tulisan recount teks siswa/siswi adalah 0.7 dan hasil tersebut dikategorikan sebagai medium effect atau mempunyai pengaruh sedang berdasarkan jarak tingkat pengaruh dari penghitungan menggunakan Cohen’s $d$. Maka dari itu, $H_0$ ditolak dan $H_a$ diterima. Hal ini membuktikan bahwa adanya dampak positive dari penggunaan teknik clustering terhadap penulisan teks recount siswa. Dalam kesimpulan, penggunaan teknik clustering adalah efektif untuk digunakan dalam pengajaran menulis teks berbentuk recount.
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All praises be to Allah, Lord of the World, who has bestowed upon the writer in completing this “skripsi”. Peace and Blessing be upon our prophet Muhammad, his families, his companions and his followers.

This “skripsi” entitled “THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE IN TEACHING WRITING RECOUNT TEXT” is presented to the English Education Department of the Faculty of Tarbiyah and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta as partial fulfillment of the requirement for the degree of Strata-1 (S1).

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Jakarta, March 24th 2015

The writer
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CHAPTER I
INTRODUCTION

This chapter presents and discusses about the background of the study, the identification of the problems, limitation of problem, formulation of problem and significance of the study.

A. Background of study

In learning English, a learner is expected to master the four basic language skills, are listening, speaking, reading and writing. According to Jeremy Harmer, the language skills are divided into two, which are receptive skills and productive skills.1 The receptive skills are listening and reading which are involved as receiving message. Whereas the productive skills are speaking and writing both are involved as language production. According to Ken Hyland, “writing is among the most important skills that need to develop and it involves composing skills and knowledge about texts, contexts, and readers.”2 Hyland also states that, “writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.”3 It believed that writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader.

Actually writing is a good way to develop English ability. It is supported by Ann Raimes in her book Techniques in Teaching Writing that writing has three important roles in students’ learning when they write; first is writing fortify the grammatical structure, idioms, and vocabulary; second, by writing students have a chance to be daring with the language; third, when they write, they have effort to express their idea and automatically become very involved with the new

3 Ibid, p. 9
It means by writing students will be able to learn any aspects of language like grammatical aspect and language used.

Although writing is a good way to develop English ability, most of the students still say that it is difficult to express their idea in writing. Because they think writing need more work in organizing the composition and the language that made them cannot be stated correctly. According to State Literacy and Numeracy Plan, “writing can be challenging for many students, because written language has to do more work than spoken language in order to be meaningful to readers who are not present.”\(^5\) It believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher’s task to develop the students’ writing skill is more complicated than the other skills. It also means that writing is not easy for some students.

Meanwhile, based on KTSP there are some texts which have to be mastered by the students at junior high school; they are recount text, narrative, procedure, and descriptive. According to syllabus KTSP 2006 writing recount is one of the texts that must to be learned and taught in junior high school.

Based on writers’ observation when the researcher was PPKT in Mts Negeri 3 Jakarta on March, 10\(^{th}\) till April, 11\(^{st}\) 2014, there were many students had difficulty writing. It can be seen that many students still confused when they want to write good paragraph. Many students just waste their time by doing nothing when they want to start write. It can be occurred because the students confused and do not know what to do or what to write. This happen because of some problems that faced by students when they start to write. First, students lack of variety in vocabulary choices, therefore they do not know how to express their idea in writing. This problem also can obstruct students in organizing their idea about what they want to write because of they are scare making mistakes in their writing. Second, they cannot compose a sentence correctly and they also cannot


\(^5\) *State Literacy and Numeracy Plan Focus on Literacy: Writing*, (NSW Department of Education and Training Curriculum Support Directorate, 1999), p. 15.
put the right words down becoming a good sentence because many students have low ability in grammatical structure. They also still confused how to organize sentences into coherence paragraph.

There are also the other factors that can influence students’ difficulty in writing recount text, such as their concentration in the classroom, their interest in writing and the teacher ability in delivering the subject to students. Many students do not concentrate in English writing learning process, when their teacher asks them to write paragraph. It can be seen that there are many students do not pay attention to the teachers’ explanation and it make them get difficulty to develop their idea when the teacher ask them to write. They also do not know any technique in pre-writing to organize their ideas in developing a paragraph. Because of this problem, most of the students feel that writing is very difficult for that reason they are frustrated and lost their interest in writing. This problem can be solved by the interesting method or technique that used in the process of teaching and learning writing.

There is an evidence that the teacher usually only gives a little theory about how to write properly and told them to write an essay about the topic without guiding them to the theory and or think creatively to associate ideas easily. In the meantime, according to Hyland, teacher has important function in students’ writing process to help students build up strategies for generating, drafting, and refining ideas.\footnote{Ken Hyland., \textit{Second Language Writing}, (New York: Cambridge University Press, 2003), p. 12}

The appropriate method, technique, or strategy can solve the difficulties of student in writing. Langan states that “writing is a skill, like driving, typing and so on and it can be learned.”\footnote{John Langan, \textit{College Writing Skills}, (New York: McGraw Hill, 2005), 6\textsuperscript{th} Edition, p. 12} It means, actually students can write if they want to learn and break the troubles that impede the ideas in their mind. Students need strategy to think easily and get aim to what they will write. From the reason above, to overcome students’ problem in writing is need an appropriate technique, methods or strategy.
One of the techniques in writing is clustering. It is one of kinds of pre-writing activity that enrich idea before students start writing. This technique will be used to propose as a technique in improving students’ writing ability in writing recount text. Clustering technique helps students in the phase of planning (pre-writing) in order to find subtopic, topic or to organize the information. Here, the students are expected to be able to find out the related words, ideas and concepts as many as possible to the topic given. To solve the students’ problem in writing, the writer tries to help the students in writing recount text by using clustering technique in writing. Moreover the clustering technique can stimulate their ideas; also it can construct relations between students’ experience and new information.

Based on the problems and some explanation above the writer decides to take the title research by the title “The Effectiveness Using Clustering Technique in Teaching Writing Recount Text at The Second Grade Students of Mts Negeri 3 Jakarta”.

B. Identification of Problem

Based on the background above, the writer identifies some problems faced by students in writing recount text. They are:

1. Students lack of vocabularies variety in vocabulary choices.
2. Students cannot express the ideas in their writing.
3. Students consider that they do not know how to write a topic and organize their idea into a sentence or paragraph correctly.
4. They cannot put the right words down becoming a good sentence or paragraph.
5. Students have an idea to write but they still confused how to develop it into the coherence paragraph.
6. Students tend not to pay attention when teaching and learning process.
7. Students may have little interest in learning English writing.

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8. Inability of the teacher to conduct a variation of technique in teaching writing recount text.

C. Limitation problem

Based on the background above, the writer limits the research focuses on the teaching and learning process of writing recount text at Mts Negeri 3 Jakarta. This study addressed to measure whether clustering technique is effective on students’ writing recount text to express their ideas in their writing.

D. Formulation of problem

Based on the limitation of problem above, the writer will measure students’ ability in writing recount text. Then, the formulation of the problem study in this study would be: “Is the clustering technique effective in teaching writing recount text?” and “To what extent clustering technique can improve students’ ability in writing recount text?”

E. Purpose

The purpose of this study is finding out the effectiveness using clustering technique in teaching writing recount text on the second grade of Mts Negeri 3 Jakarta and to what extent clustering technique influence students’ ability in writing recount text.

F. Significance of study

The writer hopes the research will be useful for:

1. First is herself as the writer, it will broaden the writer knowledge in teaching recount text writing especially.
2. Second, for the English teachers. The result of this research is expected to give them information about the effectiveness using clustering technique in teaching writing recount text, so the teachers can use alternative way or method in teaching writing recount text.
3. Third, for the students. Hopefully by clustering technique in writing can help them improve their ability to write well. More, this technique is expected to motivate them in learning writing recount text and the class will be interesting.

4. Last is for the reader, the research is expected to give information and knowledge about the effectiveness using clustering technique in teaching writing recount text.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the researcher discusses: conceptual writing, teaching of writing, definition of recount text, purpose of recount, types of recount text, generic structure of recount text, language features of recount text, process writing recount, definition of technique, definition of clustering, The step using clustering, Implementation in teaching writing using clustering, previous related study and research hypothesis.

A. Writing
1. Conceptual Writing

As mentioned in chapter one, writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader. Hyland supported that “writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.” 1 It means that writing is one of the important skills that must be learned. By writing students will be able to learn any aspects of language like grammatical aspect and language used. It believed that writing is a good way to develop students’ English ability.

In fact, writing is not easy for many students of foreign language. Because writing need more work in organizing the composition and the language that made them cannot be stated correctly. Students of foreign language need to think twice in order to change their first language into the foreign language in written form. They have to think about the vocabularies, grammar, mechanic, content, etc. in addition, Heaton stated that “writing skills are complex and also sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements”. 2

Learning to write is not just a “natural” extension of learning to speak a language. Because writing is used for a wide variety of purposes, it is produced in

many different forms. The following diagram shows what writers have to deal with as they produce a piece of writing:

![Diagram](image)

**Figure 2.1 Producing a Piece of Writing**

As teachers have stressed different features of diagram, combining them with *how* they think writing is learned, they have developed a variety of approaches or technique to the teaching of writing. There are many ways or techniques that can be used to teach writing, not only one way or one technique.

2. Teaching of Writing

Being able to write is an important skill for ‘speakers’ of foreign language as much as for everyone using their own first language. Teaching students to write thus demands the care and attention of language teacher. As mentioned above that writing is used for variety of purposes. Therefore, as teachers need to focus the students on what will they write whether it is about genre or just like shopping list.

For many years the teaching of writing focused on the written product rather than...
than on the writing process. In other words, the students’ attention was directed to the what rather than the how of the text construction. It product expected the students to only analyses texts in terms of what language they used and how they were constructed. Writing is process, so the teaching of writing has to move away from the concentration on the written product to an emphasis on the process of writing.

However, teachers need to concentrate on the process of writing. Student writers particularly need to realize that they do not focus on finished product but just the beginning, a setting out of the first ideas, a draft. They should not expect that the words they put on paper will be perfect right way. Teachers may need some strategies to consider in guiding students process of writing. Some of strategies are:

- Get students to plan – before getting students to write the teachers can encourage them to think about what they are going to write. It is usually called brainstorming in phase of planning in writing. There are many technique of brainstorming; one of the techniques is clustering technique.
- Encourage the students to daft, reflect, and revise their writing.
- Give respond to students’ writing.

For all over, the teacher should give the students two crucial supports: time for the students to try out ideas and feedback on the content of what they write in their drafts.

A. Recount Text

1. The Definition of Recount Text

There are some genres that should be studied by junior high school students; one of them is recount text. Recount structure and grammar is similar with narrative genre that retells past events, usually in the order in which they happened. Many experts tried to define this recount text, Mark Anderson and

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6 Ibid. p. 11-12.
7 Peter Knap and Megan Walkins, *Genre, Text, Grammar Technologies for teaching and assessing writing,* (Sydney: University of South Wales, 2005), p.224.
Kathy Anderson in their book said that “recount text is a piece of text that retells past events, usually in the order in which they happened. It means a recount text tells about something that happened in the past events chronologically.

A recount reconstructs past events in the time in order in which they occurred. It means in details, that recount involves what happened, who was involved, where it took place, when it happened and why it happened. As mention above, recount is use to retell about an event that has occurred in the past. Therefore, recount is always written in the past tense. It is important that the writer have to aware about it. Even though recount text follows a basic structure, the relationship between the text and the reader will change the language that is used. Language used is becoming awareness in writing in order to give clearness and understanding for the reader. Further, when writing recount we also should concern on the sequence of the events that can be more developed, shortened or omitted.

Recount is a part of the text types that most of all the text type which is consists of grammar of speech. We have already known that recount has sequence of events that should be concern. Therefore we supposed to see a common action verb and temporal connectives in the recount.

From some definitions above, we can conclude that recount is a way to retelling the past events or describing an experience in the chronological order. Because of this text retell something that happened in the past, the tense that used in this text is past tense. Then, language used and sequence are the important part in writing recount for the writer in order to avoid misunderstanding between the writer and the reader.

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2. Purpose of Recount Text

According to Hayland, the purpose of recount is to reconstruct past experiences by retelling events in original sequences. The other purpose of recount text is to tell or amuse the reader or audience. It is in line with Artono Wardiman in his book *English in Focus* who stated that the social function of recount text is to give the audience a description of what occurred and when it occurred and to retell events for the purpose of informing and entertaining. From that purpose, means that recount is not only retell the past activities that happened, but to inform the reader about some information that happened. For example, retell the facts about disaster that happened like in the newspaper or magazine. Then the purpose of recount also to entertain means that the recount text expected to amuse the reader about the text that has written.

Utami Widiyati also supported that the social function of recount text retells events for the purpose of informing and entertaining. It means recount is a way of retelling an important event or describing an experience that we have had to others for some reasons or purpose. So that recount can really help people to imagine what an experience was like, so use lots of descriptive words and phrases to make it seem like the reader is there with the writer.

3. Types of Recount Text

As mentioned before, recount text is a text that retell someone activity or experience in the past. Based on the purpose of recount text, there are several types of recount text: personal recount, factual recount, and imaginative recount.

a. Personal Recount

Personal recount is retelling an event that the writer has experienced before by his or herself. It means that the writer actively involved doing

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the actions. The purposes of personal recount are to inform, entertain the audience, or both. This personal recount may be used to communicate or to build the relationship between the writer and the reader. The examples of this personal recount are: diary, personal letter, and biography or autobiography.

b. Factual Recount

Factual recount records the details of an event by reconstructing some factual information. The purpose of factual recount is to inform the factual information or events. The examples of this factual recount are: traffic report, a science experiment, police report of an accident, news story, eye witness, news report, speech, and historical events.

c. Imaginative Recount

Imaginative recount is a kind of recount text which retells imaginative story that the events of story do not occur in the real life. It also has an imaginary role and creates imaginary details by applying factual knowledge in order to interpret and recount event. Later, the imaginative recount also places the imaginary roles and details in a realistic context. It is different with narrative that does not apply factual knowledge and does not place the imaginary role and details in a realistic context. The imaginative recount is usually made for the purpose of educating, for example textbooks. Besides, the narrative is usually made for entertaining the reader in imaginative context, for example fable, fairy tale and mythos.

There are some differences of each types of recount text based on the audience, the tense, the language, the first or third person, the addition of details, and the series of events. Table 2.1 below shows some differences from every recount:
Table 2.1 Focuses on Different Recounts\textsuperscript{16}

<table>
<thead>
<tr>
<th></th>
<th>Personal recount</th>
<th>Factual recount</th>
<th>Imaginative recount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td>Child or adult</td>
<td>Child or adult</td>
<td>Child or adult</td>
</tr>
<tr>
<td><strong>Tense</strong></td>
<td>Past tense</td>
<td>Past tense</td>
<td>Past tense</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Often focuses on adding personal and emotive responses.</td>
<td>The focus is on using evaluative language (e.g. importance, significance, influence, achievement).</td>
<td>Often includes imagined personal responses.</td>
</tr>
<tr>
<td><strong>First or third person</strong></td>
<td>Written in first person using personal pronouns (I, we).</td>
<td>Written in third person using pronouns (he, she, and they). It may be written in the passive voice.</td>
<td>Written in the first person (I, we).</td>
</tr>
<tr>
<td><strong>Addition of details</strong></td>
<td>Interesting ideas may be chosen to add some humor.</td>
<td>Precise retelling assists readers to accurately reconstruct what happened.</td>
<td>Imaginative details may be added to the tale that has been written in a realistic setting.</td>
</tr>
<tr>
<td><strong>Series of</strong></td>
<td>Sequenced</td>
<td>Precise details of</td>
<td>Sequenced</td>
</tr>
</tbody>
</table>

\textsuperscript{16} Ibid., p. 6.
| events | details of who, what, when, where and why (sometimes) are included. | time, place and manner are added. | details of who, what, when and where are included. |

Recount text is the text that retelling the past events chronologically. From the explanation above, that the recount text is not just had one types. There are three types of recount text, they are: personal recount, factual recount and imaginative recount. Each type had different purpose or function. The purposes are like: to inform and to entertain in personal recount; just to inform the factual information in factual recount; and retell the imaginative story to entertain the reader is the purpose of imaginative recount.

4. The Schematic Structure of Recount Text

In writing good recount text, there are some schematic structures that the writer should know in order to make the text coherence to each paragraph. The schematic structure of recount text consists of three parts, namely orientation, sequence of event and reorientation. The further explanation is as follows:17

a) Orientation

In orientation, it provides the setting and introduces the participants about the text. It told the reader who was involved, what happened, where this event took place, and when it happened.

b) Sequence of Events

This part tells what happened in sequence. It gives more information about the story and give the details of what, who, where, and when. Then, this part also tells how the characters are a personal recount, factual recount, and or imaginative recount react.

17 Ibid., p. 5.
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) use conjunction or connectives like: first, next, then, finally, and so on. The audience is given the narrators’ point of view.

c) Reorientation

Re-Orientiation is a conclusion of the events or the end of the story. Sometimes, it is also describe the writer opinion about the events, but this just optional.

The following text is the example of Schematic structure of personal recount text:

Maya Gazali

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six year old. She went to elementary school, but she didn’t go to high school. Her family was poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to west Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn’t very happy. She missed her friends back in Palu and she didn’t speak like other children. She began to learn to speak like other children, and she practice with her new friends at the factory in Bandung.

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Maya also studied hard. She learnt English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with very often over the internet. She’s looking forward to an exciting future.

Here, the researcher analyzes the schematic structure more detail from the text above. Table 2.2 analyzes recount text:

**Table 2.2 Analyze Recount Text**

The text above is kind of personal recount about biography of Maya Gazali.

<table>
<thead>
<tr>
<th>Tittle</th>
<th>Maya Gazali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>- The event took place in Palu.</td>
</tr>
<tr>
<td>(Providing background information of the text, like who was involved, what happened, where this event took place, and when it happened.)</td>
<td>- People that involved in the text are Maya and family.</td>
</tr>
<tr>
<td>- It happened when Maya was child.</td>
<td></td>
</tr>
<tr>
<td>Sequences of events</td>
<td>- Maya moved to Java and lived in Bogor and then moved to Bandung.</td>
</tr>
<tr>
<td>That retells the events in the order they occurred.</td>
<td>- Maya learnt English and she got a job as secretary.</td>
</tr>
<tr>
<td>- After got a job, she still study and want to overcome her wish.</td>
<td></td>
</tr>
<tr>
<td>Re-orientation or Conclusion</td>
<td>- She’s looking forward to an exciting future.</td>
</tr>
</tbody>
</table>
5. The Language Feature of Recount Text

Besides the generic structures of recount text, the writer also should know about the language features that used in recount text. Because language feature of the text is the essential part in writing a text. Language feature also can use for identifying what kind of the text is.

According to Mark Anderson and Kathy Anderson there are four language features in recount text, they are:

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

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

3) The use of the past tense.
   Recount text is a text that retell someone experience and of course it used simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.

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

In addition, Pardiyono added the explanation more detail about the language features are used in recount text. The detail of language features of recount text are:

1. Active and Passive
   The decision of whether to use active or passive is much influenced by the writer’s orientation in expressing ideas.
   Example: Yogyakarta is well known as ‘kota gudeg’.

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20 Mark and Kathy Anderson. *loc.cit.*
Using passive verb is more appropriate to be used than use “Yogyakarka is well known as kota gudeg”.

2. Past Tense

Past form is very appropriate to tell past activities or what happened like in the recount text. Recount is the record of events in the past time. The events are reported in sequence with the use of number of conjunction and sequence marker.

Example:

<table>
<thead>
<tr>
<th>Present verb</th>
<th>Past verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>- have</td>
<td>- had</td>
</tr>
<tr>
<td>- think</td>
<td>- thought</td>
</tr>
<tr>
<td>- leave</td>
<td>- left</td>
</tr>
</tbody>
</table>

3. Past Continuous Tense.

This tense is to show the activity is in the progress in past time.

Example: I went into the room where everybody was waiting for me.

4. The use of Adverb.

Adverb used to give and enhance the clarity in the sentence, students can use the adverb in phrase form or clause.

Example:

- Adverbial phrase showing time: Last month, early morning, last week, etc.
- Adverbial clause showing time: soon after the school exam was over, before finally we decided to back to Solo, etc.
- Adverbial clause showing reason: because we thought that place was nice and the people were friendly.

5. Verb of ‘being’ and ‘having’.

Verb being is always followed by noun, adjective, or adverb and they are usually in the form of phrase.

Example of verb being: - It was very terrible day
                     - it was very nice

Example of verb having: - He had no money at all.

6. Verb Patterns.
There are several verb patterns to recognize that will help us write better:

a. Verb + to verb
Within one sentence, if a verb is followed by another verb, the later should be with ‘to infinitive’. Example: Ken **decided to give** his mom and dad a call.

b. Adjective + to verb
Should an adjective is to be followed by a verb; the verb takes the form of ‘to infinitive’. Example: He **was very nice to help**.

c. Intransitive verb + adjective
Intransitive verb is very common to be followed by adjective, besides adverb. Example: He **felt very sad**.

7. Connecting words and conjunction.
The connecting words are used to sequence events that happened.
Connecting words: e.g. first, second, then, the last, finally, etc.
Conjunction : e.g. when, then, and, but.

8. Uses reported speech.
e.g. Mrs. Sheira said that the accident was causing the traffic.

The following text below is the example of personal recount text. The text below is annotated text example:

**My Holiday**

Last week I went to **Mount Bromo**, I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.
In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback carefully. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

6. Process Writing Recount Text

Oshima and Hogue stated there are six steps of writing a good composition, they are. 22

- **STEP 1**
  
  *Pre-write to Get Ideas*

  This step was the first step of writing recount text that have to be done by the writer is trying to understand what are going to be written by using clustering technique. By using clustering technique in prewriting, the writer gets easier to brainstorm in order to collect their ideas.

- **STEP 2**
  
  *Organize the Ideas*

  The second step is organizing the ideas. In this step, the writer develops the ideas that the writer got from the first step by selecting,

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eliminating and adding. In this steps the writer also put the events into
time order by choose the part of the clustering diagram that has the best
ideas and ignore the parts that are not related to the topic.

- **STEP 3**
  
  *Write the Rough Draft*

  The third step is writing a rough draft. This rough draft is a
development from the second step. There are three important things that
the writer should do in writing a rough draft:

- The writer has to start the paragraph with a sentence that tells what event
  or experience that the writer is going to write about.
  e.g. : The most memorable vacation I ever took was a bicycle trip across
  Canada.\(^{23}\)

- The writer has to use time order to organize the composition. Then, the
  writer also has to use the time order words and phrase.

- The writer has to pay attention to the sentence structure.

- **STEP 4**
  
  *Edit the Rough Draft*

  The fourth step is editing the rough draft. In this step, the writer
checks the rough draft by his/herself or the writer can use the peer
editing checklist as follows:

<table>
<thead>
<tr>
<th>Writer’s Question</th>
<th>Peer Editor’s Answer and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMAT</strong></td>
<td></td>
</tr>
<tr>
<td>1. Is the format correct?</td>
<td>Check the title, indenting, margins, and double spacing.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
</tr>
</tbody>
</table>

\(^{23}\) *Ibid.*, p.44.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Does the composition use time order?</td>
<td>Yes   No</td>
</tr>
<tr>
<td>3. Are there time order words and phrases to show time order?</td>
<td>Write the time order words and phrases used:</td>
</tr>
<tr>
<td>4. If the composition has more than one paragraph, are the paragraphs divided logically? Does the first sentence of each paragraph tell the reader what the paragraph about?</td>
<td>How many paragraphs are there? What is the topic of each paragraph?</td>
</tr>
<tr>
<td>5. Does the composition end with a concluding sentence?</td>
<td>Copy the concluding sentence here:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAMMAR AND MECHANICS</strong></td>
<td></td>
</tr>
<tr>
<td>6. Is there a period at the end of each sentence?</td>
<td>Check each sentence: Does each one end with a period?</td>
</tr>
<tr>
<td>7. Are capital letters used where necessary?</td>
<td>yes   no</td>
</tr>
<tr>
<td>Add missing periods</td>
<td>Write down any words that should be capitalized and are not:</td>
</tr>
<tr>
<td>8. Are the verbs tense correct?</td>
<td>What verb tense is used most frequently?</td>
</tr>
<tr>
<td>Are any other verb tenses used? Yes no</td>
<td></td>
</tr>
<tr>
<td>9. Are commas used correctly?</td>
<td>Check each sentence for commas. Especially check any commas with coordinating conjunctions (and, but, so, or) to make sure the commas are necessary.</td>
</tr>
</tbody>
</table>
The purpose of a recount is to retell an event in chronological order. The purpose of this step is to find any mistakes that exist in the rough draft. In addition, we also can use the simple recount checklist to identify the mistakes that exist especially about the chronological order in the recount.

Table 2.4 RECOUNT CHECKLIST

<table>
<thead>
<tr>
<th>TEXT</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First sentence sets the scene</td>
<td>Written in the past tense</td>
</tr>
<tr>
<td>Written in the order in which the events</td>
<td>Uses specific dates/times, names of</td>
</tr>
<tr>
<td>happened</td>
<td>people/places</td>
</tr>
<tr>
<td></td>
<td>Connectives relate to time, e.g. first,</td>
</tr>
<tr>
<td></td>
<td>next, after, then.</td>
</tr>
<tr>
<td></td>
<td>Background information of who/when/where</td>
</tr>
</tbody>
</table>

25 Learning works 2010, (January 6, 2015, 17:46 pm) (www.primaryresources.co.uk)
Written in the third person except autobiography which is written in the first person

<table>
<thead>
<tr>
<th>WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action verbs e.g. reigned, attacked, fought,</td>
</tr>
<tr>
<td>Give specific names, dates, places times</td>
</tr>
</tbody>
</table>

- **STEP 5**

  *Write the Second Draft*

  After checking and finding the mistake in the rough draft, the writer should re-write another draft. This fifth is purposed to revise the rough draft before. This second draft usually is handed in to the instructor or teacher to be re-checked.

- **STEP 6**

  *Write the Final Draft*

  After the instructor/teacher returns the second draft, the sixth step is writing the final composition of the recount for final evaluation. This step also consists of revising the second step if there’s any correction from the instructor or teacher.

The researcher concludes that the process of writing recount consists of four main activities. They are: drafting, checking, revising, and final writing. The process of writing is very important to make our writing as perfect as possible.
B. Clustering Technique

1. The Definition of Technique

Technique is the implementation that takes place in a classroom. It’s like 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 as well.\(^26\) It is often misunderstood with two others term, they are approach and method. Therefore, it is important to give clear description of those terms to avoid misunderstanding.

There are three level of conceptualization and organization; approach, method, and technique. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.\(^27\) It can be seen that an approach is the basic concept behind the method of representing teaching and learning of language with certain theoretical. While method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach.\(^28\) It means that method is a procedure or steps and the way that will be used by teachers in the achievement of learning objectives. Technique is method of doing something expertly or needs skill.\(^29\) Referring to the idea above, clustering is one of techniques in teaching writing because it is a teachers’ strategy which is applied in the classroom.

2. The Definition of Clustering

Sometimes when people are going to write they feel hardly to find out what they know about the topic or develop the ideas they have. Therefore, people have to know about how to write well to get a good composition in their writing. Writing well comes from working through a process of writing. In the writing process there are some steps that will guide us to produce good writing. One of


\(^27\) Ibid.

\(^28\) Ibid.

the steps is prewriting process. This step is the first step in writing process. This step is also the important step to organize the ideas before the writer start to write. There are many techniques that can be used in this step; one of the techniques is clustering technique.

Cooper and Axelrod viewed that clustering is an invention activity which reveals possible relations among facts and ideas. Lunsford added that clustering is a prewriting technique used by writers to produce ideas using a visual scheme or chart. It means that clustering is a creative activity, because when creating a clustering people tried to find things related to the topic using a visual scheme or chart. It is might be helpful for the writer for understanding the relationships among the parts of broad topic and for developing subtopics.

Clustering is another effective method that we could use to narrow a subject. To cluster, write the subject in the middle of the page and then circle it and write related ideas around circle around the subject. Because trough clustering technique, a writer could be easily to give an idea of what will be written especially helpful for visual learners. In a cluster diagram the central events or components of an essay are presented visually, more detailed events branch of the main events to provide a visual overview of the entire ideas.

According to John Langan, “clustering also known as diagramming or mapping which 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. It means we can use lines, boxes, arrows and circle in implementing the clustering to show the ideas and details that are exist in our mind.

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 diagraming. Jean Wyrick added that by using clustering, students have recollected

31 Andrea A. Lunsford. The St. Martin’s Handbook, (Bedford: St. Martin’s,2010) p. 57
some important details about a number of the title that given, and it may help students focus on an occasion they want to describe in his paper.  

From the definition above, the writer conclude that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering will help the students how to associate the ideas, how to write down the ideas that exist in their minds, and how to develop ideas into a good paragraph unity.

Clustering can be useful for any kind of writing. Besides, clustering is not only write all ideas that is exist, but we also can omitted the ideas that has been write if it far from the topic in the center. Writers used it in the early stages of planning an essay in order to find subtopic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting. The figure below is the example of clustering:

![Figure 2.2 Example of Clustering](http://wwww.tutorvista.com/content/english/english-i/effective-writing/pump-primer.php)

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3. **The Step of Using Clustering**

Clustering is a way of generating and connecting ideas visually. It is useful for seeing how various ideas relate to one for developing subtopics. Writers use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of clustering:

- Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.

![Figure 2.3 the Circle of Main Topic (beginning stage)](image)

- Write ideas relating to that topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.

![Figure 2.4 Grouping Ideas (second stage)](image)

- Write down ideas, examples, facts, or other details relating to each idea, and join them to the appropriate circles.

- Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.

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Keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and or we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing.

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39 Ibid.
C. Implementation Using Clustering Technique in Teaching Writing Recount Text

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

To begin, take a fresh sheet of paper and writer a general subject in the center. Then circle the world.\textsuperscript{41} Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.\textsuperscript{42} Here are the following steps in teaching writing recount using clustering technique:

\textbf{Step 1:} Teacher explains about recount text, including the kinds of recount, schematic structures, and linguistic features.

\textbf{Step 2:} Introduce the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate ideas when they started to write.

\textbf{Step 3:} Teacher gives the students topic to discuss and leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students do not have to worry in generating ideas; it is free for them to organize their ideas as long as related to the topic given.

\textbf{Step 4:} Ask students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.

\textsuperscript{40} Ibid.


**Step 5:** After students are able to use clustering technique, ask them to make their own clustering and leads the students while they work to make clustering of the topic to make a personal recount text referred to their own experience. Give students an evaluation to check their ability in writing and to know their problems in writing.

**D. Previous Related Study**

The first study entitled “The efficiency of cluster method in improving the creative writing skill of 6th grade students of primary school” it was a journal research which is conducted by Namik Kemal Sahbaz and Gözde Duran. The aim of the research is to search the effect of the cluster method on the creative writing skill of 6th grade students at Ulas Primary School in 2010-2011 academic year. They conducted an experimental research in which they used some numerical data which analyzed statistically. The sample of this study is 32 students of class 6/A. the students are divided into two group as control and experiment considering the variants like gender, socioeconomic status, age, attitude to the lesson, etc. The techniques they used to collect the data pre-test and post-test. The findings of this study are (1) the writing product of the students in the experiment group is more developed in the terms of word; sentence, text and products include a main idea. (2) The implementation of clustering technique in teaching writing applied well, and writing skill becomes fun for the students.

The second is the “skripsi” which conducted by Irfan Fahmi and entitled Developing Students’ Writing Ability of Descriptive Text through Clustering Technique (A Classroom Action Research at VII-4 Class of SMPN 38 Bekasi). His research aims to find out whether teaching writing of descriptive text using clustering technique is effective to improve students writing skill of descriptive text at VII-4 class of SMPN 38 Bekasi. In conducting this research he used

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44Irfan Fahmi, Developing Students’ Writing Ability of Descriptive Text Through Clustering Technique, (Skripsi SI Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Jakarta, 2009), p. 60, Unpublished
classroom action research (CAR) of Kurt Luwins’ design: Planning, Acting, Observing, and Reflecting. The instrument that are used in this research are the English test sheets, observation sheet, questionnaire sheet, and interview. Based on the research results, the application of learning writing skill of descriptive text through clustering technique has improved.

The last is skripsi that was written by Ismatul maula. She conducted a research on *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at Tenth Grade of SMA PGRI 56 Ciputat*. This research is aimed at finding out the implementation of the clustering technique in teaching writing of narrative text at tenth grade of SMA PGRI 56 Ciputat. It consists of (1) the teaching preparation made by the English, (2) the implementation of clustering technique in teaching writing of narrative text, (3) the instructional material used by 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 at tenth grade of SMA PGRI 56 Ciputat. Besides this research is included in quantitative research because the researcher used some numerical data which analyzed statistically. The subject of this study is an English teacher and 40 students which were taken from two class of 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 data are observations, documentations, questionnaires and test. The finding of this study are (1) the teaching preparation made by the English teacher was good, (2) the implementation of clustering technique in teaching writing of narrative text applied well, (3) the instructional material used by SMA PGRI 56 Ciputat was poor and (4) students’ score after learning writing of narrative text through clustering technique was higher than the students score who learn without it.45

From the three previous studies above, the writer interest in the prewriting technique that has been used in the previous study. Many previous

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45Ismatul Maula, *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at Tenth Grade of SMA PGRI 56 Ciputat*, (Skripsi SI Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Jakarta, 2009), p.54-55, Unpublished
studies used clustering technique for teaching writing. Therefore, the writer gets an idea to do a further research about teaching writing using clustering technique, but the writer will do the technique in different types of text. The writer wants to use the technique in teaching writing of recount text.

E. Research Hypothesis

The research hypothesis that will be used in this research concerned to the influence of using clustering technique in writing recount text. There are two kinds of hypothesis, they are:

1) Null Hypothesis (H₀)

   The null hypothesis stated that there is not an influence of using clustering technique in writing recount text. It can be seen from the difference between controlled class and experimental class. If there is no significant difference between the population means, the null hypothesis is accepted.

2) The Alternative Hypothesis (Hₐ)

   The alternative hypothesis stated that there is an influence of using clustering technique in writing recount text. It can be seen from the difference between controlled class and experimental class. If there is a significant difference between population means, the alternative hypothesis is accepted.

In this research, the hypothesis which used was the alternative hypothesis. It was need to be tested in order to prove the research notion about the effectiveness using clustering technique in teaching writing recount text.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the place and time of the research, the method and research design, the population and sample, the technique of data collection, also the technique of data analysis.

A. Method and Research Design

This research used quantitative method. It is related to the calculation and analysis of numerical data. The design of this research is categorized as a quasi-experimental research, because the researcher cannot affectedly create group for the experiment. This design involved the use of intact groups of subjects in an experiment, rather than assigning subjects at random to experimental treatments. Additionally, this research which used a quasi-experimental design did not need to select sample from population randomly but using sample (classes) which was already organized based on instructional purposes and had a purpose to see influence of clustering technique on its sample. This research is concern with two variables, which are clustering technique as a dependent variable and writing recount text as independent variable.

In this research, the sample would be divided into two classes. They were control class and experimental class. Pre-test and post-test designs were used in this research to test the effectiveness of clustering technique. Pre-test was used to get the beginning score of students’ writing ability before treatment was given and it was given in both the control and the experimental class. However, post-test was also being given in both the control and the experimental class to measure the score after treatment. Then the writer compared the result of post-test between the two groups to get the overall effectiveness of clustering technique.

The writer did the field research by teaching two classes using two different methods. The experimental class taught using clustering technique, and the

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control class taught without clustering technique only by guided them to write the first draft on their writing. The process of this research can be represented by using the illustration below:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>B</td>
<td>O</td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

In this research, the writer conducted 6 meetings in each class. They consisted of one first meeting for pre-test, and the four meetings for treatment, and one last meeting for post-test.

B. Place and Time of The Research

This research was conducted at Mts Negeri 3 Jakarta which is located on Jl. Pupan Pondok Pinang Jakarta Selatan. This research was carried out for three weeks, start from February 3rd – February 13th, 2015 in the even semester academic year 2014/2015.

C. Population and Sample of The Research

In this research, the population of the research is the second grade of Mts Negeri 3 Jakarta. There are about 260 students for the eighth grade which divided into eight classes. Hence, there are 3 English teachers who taught in the second grade. The school only gave the 2 classes for doing the research that taught by the same English teacher. The classes were VIII.1 and VIII.2, which were the superior class among another class.

Therefore, in this research the writer used a non-probability sampling and it did not need any type of random selection from a population. To determine the

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Nana S. Sukamdinata, _Metode Penelitian Pendidikan_, (Bandung: PT. Remaja Rosdakarya, 2005), p. 204.
sample, the writer intended to use *purposive sampling* in selecting two classes from the population to become experimental and control class which was taken from the judgement of the researcher to select a sample that is representative of the population or that includes subjects with needed characteristics.

Through this *purposive sampling*, the researcher got the experimental and the control class based on the English teacher’s recommendation or judgement that both the experimental and the control class had homogeneous, had same facilities, on the same level, available and willing to be studied based on the permission of MTs N 3 Jakarta.

Further, the writer took 50 students from two classes for the sample, which were 25 students from VIII.1 and 25 students from VIII.2. The class of VIII.1 and VIII.2 had the different amount of the students and also their attendance during the researcher did the research. The first class (VIII.1) is the control class, which will be taught without using Clustering Technique, the teacher only guide the students to write the first draft from the topic that given. The second class (VIII.2) is the experimental class that will be taught by using clustering technique.

**D. The Content of Intervention/Treatment**

The content of intervention in the study was about writing recount text using clustering technique in stage pre-writing. Before asking students to begin writing a simple recount, the writer gave them a technique in pre-writing or planning by using the clustering. It addressed to help students in organizing their ideas before start writing the first draft. This also expected to give the students time to think about the ideas that related to the topic.

Additionally, the writer provided a piece of paper for each student to make the clustering first before write the first draft. The writer conducted 6 meetings in each class. They consisted of one first-meting for pre-test, and the four meetings for treatment in writing instruction, and one last meeting for post-test. Indeed, in the treatment session students were able to decide the topic they want. The writer believed that giving students’ freedom to decide the topic they want, it could increase their motivation to write better.
After the treatment had been done, the writer did the post-test to know whether there is improvement or not in their writing before and after treatment. In the post-test, the writer gave the topic “unforgettable moment”. It addressed to limit the when the students think what the topic will be write.

E. Research Instrument

In the study, the writer only used a test as research instrument. The test technique used in the research was an open-ended essay test (a written test) and there were two tests including pre-test and post-test. In the pre-test, students were asked to write a recount text about a story that ever happened by the topic was given.

However, in the post-test, the students were asked to write a recount text by the topic given not less than 3 paragraphs and it had to include orientation, sequence of events, and conclusion.

Moreover, to score both students’ pre-test and post-test, the writer used an analytic writing rubric. The students’ writing were scored separately based on several aspects of writing such as content, structure, mechanic, grammar and vocabulary. For this point of view, the writer preferred using analytic writing rubric or also named as multiple-trait scoring.

F. Instrument Testing

Before the tests were used, the instrument test had to be done on the tests to see whether the instrument met the requirement of validity and reliability.

1. Validity

Validity is one of crucial requirements which had to be tested in a research instrument.\(^3\) The test is said valid if it measures what it is designed to be measured.

To gain the validity of the instrument, the writer used *face validity and content validity*. The test was said to have content validity if the test was a typical example of the content of the test which was designed to be measured. The test

should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent. Meanwhile, the test was said to have face validity if it looked like it measured what it was supposed to be measured. Thus, to attain face validity, the direct testing was used in this research because it required the students to directly perform the writing skill (writing recount text) that the writer intended to be tested. Based on the explanation above, the researcher used an open-ended essay test because it was suitable for testing students’ ability in writing recount text.

Furthermore, to achieve the face validity and content validity of the instrument (pretest and posttest) the writer asked for the skripsi advisor’s help to check the appropriateness of the instrument whether it was proper to give to the students or not. More importantly, the researcher made sure that the instrument was valid by making the relevance of the objective of the test, the instruction of the test, and the indicator with the SKKD (Standar Kompetensi dan Kemampuan Dasar) which is based on KTSP 2006.

2. Reliability

Reliability is the consistency of the score from the assessment when it is done with the same instrument at another time. To achieve reliability of instrument, the writer used scoring rubric (analytic scoring) to score the students’ writing pretest and posttest. It is said that in analytic scoring, it meant that to score students’ writing using this analytic scoring, it must be decided on the several aspects of writing which had the number of points in each aspect to be added together to be a total score.

To assess the eighth grade students’ recount writing, the writer used the analytic recount writing content rubric from Ken Hyland rubric which was modified by the researcher to suit her own purposes. The writing rubric was provided in the appendix 1. Furthermore, the writing rubric was suited to the level of the students and the purpose of the test.

\[4 \text{ Ibid, p.160} \]
\[5 \text{ Ibid, p. 162} \]
G. Technique of Data Collection

After creating the instrument, the writer collected the data. The data was obtained from the result of both control and experiment class which was given writing recount test (pretest and posttest) based on the material that was arranged appropriately to the syllabus. The pre-test was conducted to know the score of the students’ writing before the treatment. It was held on February, 3rd 2015. Meanwhile, the post-test was held on February, 13th 2015.

The researcher asked students in both experiment and controlled class to write a recount text as the pre-test. The topic is given by the teacher about “my memorable holiday” in pre-test as the topic of their recount text. Then, for the post-test the teacher gave the topic about “unforgettable moment” as the topic of their recount text.

H. Technique of Data Analysis

1. Prerequisite Analysis Test

Analysis of research data aims to test the truth of hypothesis which is suggested in a research. However, before hypothesis testing is done, it is a must to do prerequisite analysis data through normality test and homogeneity test.

a. Normality Test

Normality test is a test which is done to check whether a group of data comes from population having normal distribution or shapes normal curve. The normality test is crucial to do because the calculation of parametric statistic has assumption or requirement that research data must be distributed normally. To test the normality of the data, the researcher used IBM SPSS Statistics 20 and the steps were as follow:

1) Formulating normality hypothesis of the data; $H_0$: sample data was normally distributed, while $H_1$: sample data was not normally distributed.
2) Testing the normality of the data using Lilliefors Test, and the steps (according to “7 Langkah Mudah Melakukan Analisis Statistik Menggunakan SPSS 17 by C. Trihendradi\(^6\)) are as follow:

a. Click **Analyze** \(\Rightarrow\) **Descriptive Statistics** \(\Rightarrow\) **Explore** on the menu until the Explore dialogue box appears.

b. Fill the variable in the Dependent List box and fill the other variable in the Factor List.

c. Click **Statistics** until the Explore dialogue box: Statistic appears, determine the parameter of test. As a default, Descriptive Confidence Interval for Mean 95% is chosen.

d. Click continues until it comes back to the Explore dialogue box.

e. Click **Plot** until the Plot dialogue box appears. As a default, Boxplot Factor Leaves Together is chosen. To decide the normality test, choose Normality plots with test.

3) Using the degree of significance 5% (\(\alpha = 0.05\)), the criteria in taking the decision is; If the probability value (\(p\)) \(\geq\) \(\alpha\), \(H_0\) was accepted. On the contrary, \(H_0\) was rejected if the probability value (\(p\)) \(<\) \(\alpha\).

If the data shows that it is distributed normally, it can be continued to test the homogeneity of data using **Levene** test on IBM SPSS Statistics 20.

b. **Homogeneity Test**

Homogeneity test is used to test the similarity of the sample which is taken from homogenous population.\(^7\) **Levene** test on IBM SPSS Statistics 20 was used to test homogeneity of the data and the followings were the steps of doing the test:

1) Creating homogeneity hypothesis of the data; \(H_0\): sample data came from population which had homogenous variance, while \(H_1\): sample data came from population which did not have homogenous variance.

2) Calculating the homogeneity test using **Levene** test formula on IBM SPSS Statistics 20 and the steps are as follow: \(^8\)

\(^6\)C. Trihendradi, 7 Langkah Mudah Melakukan Analisis Statistik Menggunakan SPSS 17, (Yogyakarta: Penerbit andi, 2009), p. 71

\(^7\)Yusri, *Statistika Sosial Aplikasi dan Interpretasi*, (Yogyakarta: Graha Ilmu, 2009), p. 292

\(^8\)C. Trihendradi, *op-cit*, p. 120
a. Open file one way anova on CD, parametric statistic folder
b. Click **Analyze** => **Compare Means** => **One-Way ANOVA** on menu until One-Way ANOVA dialogue box appears
c. Fill variable on **Dependent List** and fill another variable on **Factor** box
d. Click **Option** and choose **Descriptive** and **Homogeneity** of variance test
e. Click **Continue** until it comes back to One-Way ANOVA dialogue box
f. Click **OK**

3) Making decision about significance level/probability value (p) using significance degree 5% \( (\alpha = 0.05) \), the criteria in taking the decision is; If the probability value \( (p) \geq (\alpha = 0.05) \), \( H_0 \) is accepted. Conversely, \( H_0 \) is rejected if the probability value \( (p) < (\alpha = 0.05) \).

2. **Hypothesis Test**

This is the last step to analyze the data after normality and the homogeneity test was done. Because the result of the experimental and the control class’ pre and posttest’s score met the requirement of normality test and both the classes (sample) had similarity or homogeneity in variance. The writer used the comparative technique. The comparative technique is an analysis technique to evaluate hypothesis concerning to the differences between two variables examined statistically.

Comparative technique is same as independent sample t-test which used to compare the means or averages of the two independent samples (the experimental and the control class) in order to determine whether there was statistical evidence which proved that the means were significantly different. The writer uses t-test to find out the differences score of students’ achievement in teaching writing of recount text without clustering technique using the formula as follows:

\[
t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}
\]

---

Notes:

$M_x = \text{Mean of Variable X (experimental class)}$

$M_y = \text{Mean of variable Y (controlled class)}$

$SE = \text{Standard Error}$

There are several stages taken to get the calculation of $t$-test, it can be seen as follow:

1. Determining Mean of variable $X$, with formula:

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

2. Determining Mean of variable $Y$, with formula:

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

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

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

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

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

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

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

6. Determining Standard Error Mean of Variable $Y$, with formula:

$$SE_{M_y} = \frac{SD_y}{\sqrt{N_y - 1}}$$

7. Determining Standard Error of different Mean of Variable $X$ and Mean of Variable $Y$, with formula:

$$SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

8. Determining $t_o$ with formula:
Determining Degrees of Freedom (df), with formula:

\[ df = (N_x + N_y) - 2 \]

In addition, after all calculation of the analysis test finished, the writer would determine the effect size to answer the second question of formulation study. To determine the effect size the writer used Cohen’s \(d\). The effect size is used to identify the strength of the final part of two group differences or the relation of two variables in a quantitative study.\(^\text{10}\) Moreover, the effect size of Cohen’s \(d\) has formula as follow:\(^\text{11}\)

\[ d = \frac{\mu_1 - \mu_2}{\sigma} \]

Annotation:
\(d\) = Effect Size (Cohen’s \(d\))
\(\mu_1\) = mean score of group 1
\(\mu_2\) = mean score of group 2
\(\sigma\) = pooled standard deviation

There are some guidelines for determining whether the effect size is small, medium, or large.\(^\text{12}\) Cohen suggests the following:

<table>
<thead>
<tr>
<th>Effect Size Range</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2</td>
<td>Small</td>
</tr>
<tr>
<td>0.5</td>
<td>Medium</td>
</tr>
<tr>
<td>0.8</td>
<td>Large</td>
</tr>
</tbody>
</table>


\(^\text{12}\)Ibid, p. 125
3. The Statistical Hypotheses

Before deciding the result of hypothesis, there are statistical research hypotheses as follows:

Ho: \{\mu_1 \neq \mu_2\}

Ha: \{\mu_1 \neq \mu_2\}

Notes:

Ho = Null hypothesis

Ha = Alternative hypothesis

\mu_1 = \text{students’ reading comprehension achievement, who are taught through clustering.}

\mu_2 = \text{students’ reading comprehension achievement, who are taught without clustering.}

The writer’s assumptions of those hypotheses are as follow:

1. If \( t_o > t_{\text{table}} \), the Null Hypothesis (H_o) is rejected and alternative hypothesis (Ha) is accepted. It means there is a significant difference of students’ writing achievement between students who are taught through Clustering technique and students who are not taught through Clustering technique.

2. If \( t_o < t_{\text{table}} \), the Null hypothesis (H_o) is accepted and alternative hypothesis (Ha) is rejected. It means there is no a significant difference of students’ writing achievement between students who are taught through Clustering technique and students who are not taught through Clustering technique.
CHAPTER IV

RESEARCH FINDING

This chapter presents the data description which consists of the score of pre-test and post-test of the experimental class and the control class. Moreover, the discussion of the research finding is also explained in this chapter.

A. Data Description

In the following description, it was presented the research finding. The finding was gained from the result of the experimental and control class’ pre and posttest score.

1. The Score of Experimental Class’ Pre-test and Post-test

The data were collected from the result of the students’ score of pre-test and post-test in experimental class. The following are the description of the students’ score in the experimental class:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gained Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>75</td>
<td>95</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>65</td>
<td>90</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 4.1
The students’ Scores of Experimental Class (X)

<table>
<thead>
<tr>
<th></th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>Σ</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55</td>
<td>70</td>
<td>60</td>
<td>65</td>
<td>65</td>
<td>75</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>65</td>
<td>70</td>
<td>55</td>
<td>75</td>
<td>65</td>
<td>1575</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>90</td>
<td>75</td>
<td>75</td>
<td>80</td>
<td>95</td>
<td>85</td>
<td>85</td>
<td>65</td>
<td>80</td>
<td>95</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>1980</td>
<td>79.2</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>25</td>
<td>15</td>
<td>15</td>
<td>25</td>
<td>20</td>
<td>5</td>
<td>20</td>
<td>405</td>
<td>16.2</td>
</tr>
</tbody>
</table>

Based on the result of pre-test in experimental class, the data showed that the mean score of pretest was 63 from the 25 students. Actually, the Minimum Mastery Criterion – *Kriteria Ketuntas Minimal* (KKM) in MTs N 3 was 75. Meanwhile, the result of pre-test was three students who passed the Minimum Mastery Criterion – *Kriteria Ketuntas Minimal* (KKM) and the other 22 students were below the minimum mastery criterion. Moreover, the highest score in pre-test is 75 obtained by 3 students and the lowest score in pre-test was 50 and it was obtained by 2 students. From that analyzing, it could be seen that most of the 8.2 class students’ writing ability in writing recount text was still very low.

Further, the description from the table above also presented the score of post-test. The score which was gained after the treatment of clustering was done.
According to the result of post-test above, it could be seen that the mean of post-test was improved and it was 79.2. Moreover, the mean of gained score was 16.2. There were five students who did not pass the Minimum Mastery Criterion – *Kriteria Ketuntas Minimal* (KKM) and the other 20 students passed the minimum mastery criterion.

From the description of score in experimental class above, the highest score of posttest was 95 obtained by three students and the lowest score in post-test was 65 obtained only by one student. From the data description above, it could be concluded that there was positive effect of using clustering technique in teaching writing recount.

### 2. The Score of Controlled Class’ Pre-test and Post-test

The data were collected from the result of the students’ score of pre-test and post-test in experimental class. The following are the description of the students’ score in the experimental class:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>75</td>
<td>70</td>
<td>-5</td>
</tr>
<tr>
<td>12</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 4.2
The Students’ Score of Controlled Class (Y)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>65</td>
<td>85</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>55</td>
<td>80</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>60</td>
<td>85</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Σ</td>
<td>1575</td>
<td>1840</td>
<td>265</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>63</td>
<td>73.6</td>
<td>10.6</td>
<td></td>
</tr>
</tbody>
</table>

Based on the result of pre-test in the controlled class, the data showed that the mean score of pretest was same as in experimental class; it was 63 from the 25 students. Actually, the Minimum Mastery Criterion – *Kriteria Ketuntas Minimal* (KKM) in MTs N 3 was 75. Meanwhile, the result of pre-test was three students who passed the Minimum Mastery Criterion – *Kriteria Ketuntas Minimal* (KKM) and the other 22 students were below the minimum mastery criterion. Moreover, the highest score in pre-test was 75 obtained by 3 students and the lowest score in pre-test was 50, it was obtained by 3 students. From that analyzing, it could be seen that most of the 8.1 class also still had low ability in in writing recount text.

Further, the description from the table above also presented the score of post-test. The score which was gained after teaching and learning process that did not use the clustering technique was done. Because this class was the controlled class, so the class did not get the treatment as well as the experiment one. The students
only guided by the teacher during teaching and learning process to write recount text.

According to the result of post-test above, it could be seen that the mean of post-test in controlled class also improved, it was 73.6 and the mean of gained score was 10.6. There were eleven students who did not pass the Minimum Mastery Criterion – *Kriteria Ketuntas Minimal* (KKM) and the other 14 students passed the minimum mastery criterion. From the description of score in the controlled class above, the highest score of posttest was 85 obtained by three students and the lowest score in post-test was 60; it was obtained only by one student. From the differences in students’ scores above, it could be seen that also there is positive improvement of the students’ achievement in learning English written. Nevertheless, from the result of post-test showed that the scores were still below of the minimum mastery criterion in MTs N 3 Jakarta. It believed that the class which was not taught using clustering technique still need struggle to pass the minimum mastery criterion.

For all over, the differences in students’ scores in table 4.1 and table 4.2, it can be concluded that there is positive effects of using clustering technique in learning English written.

**B. Data Analysis of Testing Requirement**

1. **Normality test**

The result of normality test on both the experimental and control class’ pre and posttest score was gained from *Lilliefors* test using IBM Statistics SPSS 20. The result which was gotten as follow:
Table 4.3 The Result of Normality Test of the Experimental and Controlled Class’ Pretest Score

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Group</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Pretest Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>.138</td>
<td>25</td>
<td>.200&lt;sup&gt;’&lt;/sup&gt;</td>
</tr>
<tr>
<td>Control</td>
<td>.160</td>
<td>25</td>
<td>.099</td>
</tr>
</tbody>
</table>

<sup>a</sup> This is a lower bound of the true significance.

The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.200 and 0.173 and the control one was 0.099 and 0.087. It meant that the probability value (p) of both experimental and control class was higher than (> the degree of significance 5% (α = 0.05). Therefore, it could be concluded that the data of both the experimental and the control class’ pretest was normally distributed. For the complete statistical calculation, it can be seen in the APPENDIX 5.

The following was the result of normality test of the experimental and control class’ posttest which was presented in this table:

Table 4.4 The Result of Normality Test of the Experimental and Controlled Class’ Post-test Score

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Group</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Posttest Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>.160</td>
<td>25</td>
<td>.098</td>
</tr>
<tr>
<td>Control</td>
<td>.141</td>
<td>25</td>
<td>.200&lt;sup&gt;’&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup> This is a lower bound of the true significance.

a. Lilliefors Significance Correction
The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.098 and 0.123. The control one was 0.200 and 0.174. It meant that the probability value (p) of both the experimental and the control class was higher than (> the degree of significance 5% (α = 0.05). Thus, it could be proved that the data of both the experimental and control class’ posttest was normally distributed. For the complete statistical calculation, it can be seen in the APPENDIX 5.

2. Homogeneity Test

Similarly, after finishing the normality test, the homogeneity test was also required as a prerequisite analysis test. To calculate homogeneity test, the researcher used Levene Statistic Test from IBM Statistics SPSS 20 software. The following is the result which was obtained from this calculation:

Table 4.5 The Result of Homogeneity Test of both the Experimental and Controlled Class’ Pre-test Score

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest Score</td>
<td>.243</td>
<td>1</td>
<td>48</td>
<td>.624</td>
</tr>
</tbody>
</table>

After gaining the result of homogeneity test of the experimental and control class’ pretest, it was continued to interpret the result using the degree of significance 5% (α = 0.05). The criteria of taking the decision of homogeneity test is as follow:

1. Determining the hypothesis:
   \( H_0 \): sample data comes from population which has homogenous variance.
   \( H_1 \): sample data comes from population which does not have homogenous variance.

2. Deciding criteria to test the hypothesis:
If the significance level/probability value (p) ≥ 0.05, \( H_0 \) is accepted.
If the significance level/probability value (p) < 0.05, \( H_0 \) is rejected.

From the result of the Levene Statistic Test above, it could be seen that the significance level or probability value (p) of the data from the experiment and control’s pretest score was 0.624. It meant that the significance level or probability value (p) of the data was higher than the significance degree (\( \alpha = 0.05 \)). The result of homogeneity test showed that \( H_0 \) is accepted and it could be concluded that the sample data comes from population which has homogenous variance. For the complete statistical calculation, it can be seen in the APPENDIX 7.

3. Analysis Test

After finishing the statistical analysis of prerequisite test including the normality and homogeneity test, the researcher continued to do analytical testing/hypothesis testing. Due to both the experimental and the control class’ pre and posttest which met the requirement of normality and homogeneity test, the researcher was able to use comparative technique or independent sample t-test to test the hypothesis. However, the independent sample t test was not only used to see the significant difference in both the experimental and the control class’ posttest after the treatment was given, but it was also done to see if there was no extreme difference in both the experimental and the control class’ pretest before the treatment was given.

Before calculating the t value of the observation, the writer calculated the gained or means of difference which both of sample the experimental class and controlled class related each other. Because this sample categorized as small sample the writer need to calculate the gained score as the beginning steps before calculate the t-test value.

This step is needed to gain mean and deviation from the data of pretest and post-test in experimental class and controlled class. The result of calculated mean and deviation as seen in the table 4.6:
Table 4.6
The result of comparison of the Experimental Class and Controlled Class
to Gain Mean and Deviation

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>X</th>
<th>Y</th>
<th>X (X-MX)</th>
<th>Y (Y-MY)</th>
<th>X²</th>
<th>Y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>10</td>
<td>8.8</td>
<td>-0.6</td>
<td>77.44</td>
<td>0.36</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>5</td>
<td>-6.2</td>
<td>-5.6</td>
<td>38.44</td>
<td>31.36</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>10</td>
<td>-1.2</td>
<td>-0.6</td>
<td>1.44</td>
<td>0.36</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>25</td>
<td>3.8</td>
<td>14.4</td>
<td>14.44</td>
<td>207.36</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>10</td>
<td>-1.2</td>
<td>-0.6</td>
<td>1.44</td>
<td>0.36</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>10</td>
<td>-11.2</td>
<td>-0.6</td>
<td>125.44</td>
<td>0.36</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>15</td>
<td>-1.2</td>
<td>4.4</td>
<td>1.44</td>
<td>19.36</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>15</td>
<td>3.8</td>
<td>4.4</td>
<td>14.44</td>
<td>19.36</td>
</tr>
<tr>
<td>9</td>
<td>25</td>
<td>5</td>
<td>8.8</td>
<td>-5.6</td>
<td>77.44</td>
<td>31.36</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>0</td>
<td>3.8</td>
<td>-10.6</td>
<td>14.44</td>
<td>112.36</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>-5</td>
<td>3.8</td>
<td>-15.6</td>
<td>14.44</td>
<td>243.36</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>10</td>
<td>3.8</td>
<td>-0.6</td>
<td>14.44</td>
<td>0.36</td>
</tr>
<tr>
<td>13</td>
<td>20</td>
<td>15</td>
<td>3.8</td>
<td>4.4</td>
<td>14.44</td>
<td>19.36</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>0</td>
<td>-1.2</td>
<td>-10.6</td>
<td>1.44</td>
<td>112.36</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>5</td>
<td>-6.2</td>
<td>-5.6</td>
<td>38.44</td>
<td>31.36</td>
</tr>
<tr>
<td>16</td>
<td>15</td>
<td>5</td>
<td>-1.2</td>
<td>-5.6</td>
<td>1.44</td>
<td>31.36</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>5</td>
<td>3.8</td>
<td>-5.6</td>
<td>14.44</td>
<td>31.36</td>
</tr>
<tr>
<td>18</td>
<td>10</td>
<td>5</td>
<td>-6.2</td>
<td>-5.6</td>
<td>38.44</td>
<td>31.36</td>
</tr>
<tr>
<td>19</td>
<td>10</td>
<td>20</td>
<td>-6.2</td>
<td>9.4</td>
<td>38.44</td>
<td>88.36</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>25</td>
<td>3.8</td>
<td>14.4</td>
<td>14.44</td>
<td>207.36</td>
</tr>
<tr>
<td>21</td>
<td>15</td>
<td>30</td>
<td>-1.2</td>
<td>19.4</td>
<td>1.44</td>
<td>376.36</td>
</tr>
<tr>
<td>22</td>
<td>25</td>
<td>25</td>
<td>8.8</td>
<td>14.4</td>
<td>77.44</td>
<td>207.36</td>
</tr>
<tr>
<td>23</td>
<td>20</td>
<td>10</td>
<td>3.8</td>
<td>-0.6</td>
<td>14.44</td>
<td>0.36</td>
</tr>
<tr>
<td>24</td>
<td>5</td>
<td>0</td>
<td>-11.2</td>
<td>-10.6</td>
<td>125.44</td>
<td>112.36</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>10</td>
<td>10</td>
<td>-6.2</td>
<td>-0.6</td>
<td>38.44</td>
</tr>
<tr>
<td>------</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>∑</td>
<td>405</td>
<td>265</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>814</td>
</tr>
<tr>
<td>Mean</td>
<td>16.2</td>
<td>10.6</td>
<td></td>
<td></td>
<td></td>
<td>32.56</td>
</tr>
</tbody>
</table>

Notes:

**X** = the difference of the experimental class’ post and pre-test

**Y** = the difference of the controlled class’ post and pre-test

**X^2** = the degree of the difference of the experimental class’ post and pre-test

**Y^2** = the degree of the difference of the controlled class’ post and pre-test

After the writer calculated mean and deviation, the next step writer would do the procedure of calculating gained score by using t-test formula. The procedures of calculation as follows:

Firstly, the researcher had to find the mean gained score from the experiment class and the controlled class.

From the experiment class (variable X) the researcher got:

\[ M_X = \frac{\Sigma X}{N_x} \]

\[ = \frac{405}{25} = 16.2 \]

The next step is to find out the mean gained score from controlled class (variable Y):

\[ M_Y = \frac{\Sigma Y}{N_y} \]

\[ = \frac{265}{25} = 10.6 \]

From the calculation above the researcher got the mean gained score of each class is 16.2 for experiment class and 10.6 for controlled class.

After the researcher got the mean gained score of experiment class and controlled class, she will find the deviation of each class, the calculation as follow:
This score is showed the deviation of the experiment class. The next step is to find out the deviation of controlled class.

\[ SD_x = \sqrt{\frac{\Sigma x^2}{N_x}} = \sqrt{\frac{814}{25}} = \sqrt{32.56} = 5.70 \]

\[ SD_y = \sqrt{\frac{\Sigma y^2}{N_y}} = \sqrt{\frac{1916}{25}} = \sqrt{76.64} = 8.75 \]

After the researcher found the deviation of gained score of each class, experiment class (5.70) and controlled class (7.68), she determines standard error of experiment class as follow:

\[ SE_{M_x} = \frac{SD_x}{\sqrt{N_x-1}} = \frac{5.70}{\sqrt{25-1}} = \frac{5.70}{4.89} = 1.16 \]

The next step is to find out standard error of controlled class.

\[ SE_{M_y} = \frac{SD_y}{\sqrt{N_y-1}} = \frac{8.75}{\sqrt{25-1}} = \frac{8.75}{4.89} = 1.78 \]

From the calculation above the researcher got the mean standard error of each class is 1.16 for experiment class and 1.78 for controlled class. Later, the researcher determines the different score of standard error of experiment class and controlled class. The formula is as follow:

\[ SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2} = \sqrt{(1.16)^2 + (1.78)^2} \]

\[ = \sqrt{1.34 + 3.16} = \sqrt{4.50} = 2.12 \]

Next, she calculated the score to the formula of t-test. The formula is as follow:

\[ t_o = \frac{M_x - M_y}{SE_{M_x-M_y}} \]

\[ t_o = \frac{16.2 - 10.6}{2.12} = \frac{5.6}{2.12} = 2.64 \]
Based on the calculation above, it is showed that the result of the t-test from the experiment class and controlled class is 2.64.

After the researcher got the result from t-test, she should find the degree of freedom. It is used to find out the value of the t-test score in the t-table. To get the value of the t-test from the t-table, the researcher used the value of the significant of 5%. The procedure to get the degree of freedom is as follow:

\[ df = (N_x + N_y) - 2 \]
\[ = (25 + 25) - 2 = 48 \]

Thus, based on the calculation above, the degree of freedom \((df)\) is 48 and the critical value of the \(df\) 48 by using the degree of significance 5% is 2.01 and the \(t_{observe}\) is 2.64. It means that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between \(t_{observe}\) and \(t_{table}\) were \(2.64 > 2.01 = t_{observe} > t_{table}.\)

Clearly, it can be seen that on the \(df = 48\) and in the degree of significance 5% the value of degree of significance is 2.01 (gained based on \(df = 48\) and \(\alpha = 0.025\)). By comparing the value \(t_o\) is higher than \(t_t\) that is \(2.64 > 2.01\), so the alternative hypothesis \((H_a)\) is accepted and null hypothesis \((H_o)\) is rejected. It could be proved that there were significant differences between the results of using clustering technique in teaching writing recount text at second grade students of Mts Negeri 3 Jakarta.

In addition, after gaining the result of Independent Sample T-Test which proved that there was a positive effect of using clustering technique in teaching writing recount text. However, it could not give the answer about to what extent clustering technique can improve students’ ability in writing recount text. To determine whether the effect size is strong or not, it was used Cohen’s d (the 2-tailed effect size).

After calculating Cohen’s d to know the effect size of using clustering technique (treatment), the result gained from Cohen’s d was 0.7. The researcher calculated the effect size (Cohen’s d) using Statistics Calculators The Effect Size
(Cohen’s d) Calculator for a Student t-Test. The effect size range of Cohen’s d showed that 0.50 to 0.79 was on category medium effect. Additionally, the effect size range of Cohen’s d was provided in table 3.1 which was presented in CHAPTER III. Thus, it could be assumed that the effect size of using clustering technique in teaching writing recount text was moderate.

C. The Data Interpretation

The purpose of this study is finding out the effectiveness using clustering technique in teaching writing recount text on the second grade of Mts Negeri 3 Jakarta and to what extent clustering technique influence students’ ability in writing recount text. Based on the test of equality of two average post-test was known that the students’ writing ability in writing recount text showed the differences in both the experimental and control class. The pre-test score of experiment class and controlled class has the same mean, the mean is 63. Then, comparing with the post-test score, the mean of experiment class is 79.2 and the mean of controlled class is 73.6. The writer compares the pre-test score with post-test score. It showed that post-test score of the experiment class and controlled class, both increased better than the pre-test before. Although the post-test mean score of both of class increased, the experiment class has more improvement than controlled class.

Further, the posttests’ mean score of the experimental class showed that the score of the experimental class passed the Minimum Mastery Criterion – Ketuntasan Minimal (KKM) in MTs N 3 Jakarta. Meanwhile, the posttests’ mean score of the controlled class did not pass the Minimum Mastery Criterion – Ketuntasan Minimal (KKM). It means that the experiment class improved more significant than controlled class. It also means that using clustering technique in writing of recount text is more effective in enhancing students’ ability in writing of recount text.

In this research, there were 25 students in experimental group and also 25 students in control group. Therefore, the degree of freedom (df) is (25 + 25) – 2 =
48 and the critical value with \( df \) 48 on the degree of significance 5\% (\( \frac{1}{2} \alpha = 0.025 \)) is 2.01.

The result of the statistic calculation indicated that the value of \( t_o = 2.64 \) and the value of \( df \) (degree of freedom) was 48 on degree of significance of 5\% 2.01. Comparing \( t_o = 2.64 \) with each values of the degree of significance, the writer finds that \( t_o = 2.64 \) is higher than the degree of significance 5\% = 2.01. Therefore, \( t_o \) is higher than \( t_{table} \) which the null hypothesis (H\(_0\)) is rejected and alternative hypothesis (H\(_a\)) is accepted.

Since \( t_o \) score in the table is higher that \( t_{table} \) score obtained from the result of calculating, so the alternative hypothesis (H\(_a\)) is accepted and the null hypothesis (H\(_0\)) is rejected. It is concluded that there was significant difference between using clustering technique in teaching writing of recount text and without using clustering technique in teaching writing of recount text. It means that clustering technique gives positive influence on students’ writing of recount text at second grade of Mts Negeri 3 Jakarta in academic year 2014/2015. Moreover, the effect size of using clustering in teaching writing recount text was 0.7. That was on category medium effect based on the effect size range of Cohen’s d.

Based on the analysis of the result above, it can be interpreted that using clustering technique in teaching writing of recount text can enhance the students’ ability in writing recount text. It proved that clustering technique helps the students to organize their idea more than without clustering technique. More importantly, the result of the Cohen’s d proved that the effect size of clustering technique was on medium effect neither weak nor strong too.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The students’ difficulty in writing of recount text is caused by some problems. One of problem is students confused and do not know what they want to write to start writing. It was because they do not know any prewriting activity or technique before start to write to organize their idea easier. Thus, the teacher does not attract the students’ interest to write. To attract the students’ interest in writing and make them easier to start writing, the writer applied clustering technique as prewriting activity in teaching writing of recount text. Clustering technique gave many chances to the students to organize their ideas before write the first draft and or a paragraph better.

Based on the research that carried out in eighth grade of Mts Negeri 3 Jakarta academic year 2014/2015, it can be concluded that using clustering technique is effective to enhance learners’ writing ability in writing of recount text. Using clustering technique has a great and positive influence in teaching writing of recount text. The students who are taught using clustering technique have higher score than students who are taught without clustering technique.

Clustering technique can improve students’ writing ability in Mts Negeri 3 Jakarta. Based on the experiment, it was known that there is significance difference between the score on the experiment class that taught using clustering technique and controlled class that taught without using clustering technique. It was proved by the research findings. The result of the statistic calculation indicated that the value of $t_o = 2.64$ and the value of $df$ (degree of freedom) 48 with significance 5% is 2.01. Comparing $t_o$ with each values of degree significance, the writer finds that $t_o$ is higher than $t_{table}$ ($t_o$) > $t_{table}$ ($t$) 2.64 > 2.01. Since $t_o$ is higher than $t_{table}$, it can be concluded that the alternative hypothesis ($H_a$) is accepted and null hypothesis ($H_o$) is rejected. Moreover, the effect size of using clustering in teaching writing recount text was 0.7. That was on category medium effect based on the effect size range of Cohen’s $d$. It
means the result of the *Cohen’s d* proved that the effect size of clustering technique was on medium effect neither weak nor strong too.

After doing the research and analyzing the data, finally the writer concluded that using clustering technique is effective in teaching writing recount text. It can be seen from the research findings that the students show their improvement significantly in writing of recount text.

### B. Suggestion

After conducting the research, the writer suggests that the teacher should deliver material more creatively and she also should pay attention to the students’ activity during teaching learning process. The teacher should be able to select the appropriate technique in teaching because each technique has advantages and disadvantages. In addition, the teacher also should be more creative in providing the topic which can make students interested in writing activity. In other hand, students also need to pay more attention in learning English that is why the teacher should be more creative in teaching. Then, students should be creative in learning writing not just depending on the material given by the teacher in the classroom; however, they have to practice more at home. Those suggestions hopefully can help teacher and students in teaching and learning English writing of recount text in class more interesting and fun.

The writer believes that using clustering technique in teaching writing recount text give positive effect for the students. Therefore, clustering technique can be implemented in writing activity, especially to develop students’ ability in writing recount text. Moreover, using clustering technique in teaching writing recount text can be one of the solutions to solve students’ difficulty in writing recount text and also as alternative ways for teacher to make teaching and learning process in teaching writing recount text more creative and interesting. However, the writer hopes that there will be any further research of it.
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# APPENDIX 1

The Analytical Scoring Rubric of Writing Recount adapted from Ken Hyland:

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Content</td>
<td>The events are clearly stated, personal comment on events and easy to understand.</td>
</tr>
<tr>
<td>2</td>
<td>Structure</td>
<td>Orientation gives all essential info; All necessary background provided; Account in chronological/ other order; Reorientation “rounds off” sequence</td>
</tr>
<tr>
<td>3</td>
<td>Mechanic</td>
<td>A few errors of spelling, capitalization and punctuation</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>There is almost no error in the use of sentence.</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>Excellent choice of vocabulary or many vocabulary variations.</td>
</tr>
</tbody>
</table>
APPENDIX 2

INSTRUMENT
PRETEST

1. Write your name and class on the answer sheet!
2. Write a simple story of personal recount with the topic that have given using your own words. (3 paragraph for minimum)
3. Don't forget to write the title of the story.

Name: ____________________________

Class: ____________________________
APPENDIX 3

INSTRUMENT POST-TEST

1. Write your name and class on the answer sheet!
2. Write a simple story of personal recount with the topic that have given using your own words. (3 paragraph for minimum)
3. Don’t forget to write the title of the story.

Name : 
Class :

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________


Make the Clustering of your writing below!
APPENDIX 4

The Result of Normality Test

A. Normality Test Calculation of the Experimental and Control Class’ Pretest

The result of normality test of the experimental and the control class’ pretest was gained from Lilliefors test using IBM Statistics SPSS 20. According to C. Trihendradi in his book of “7 Langkah Mudah Melakukan Analisis Statistik Menggunakan SPSS 17” the steps are as follow:

a. Click Analyze => Descriptive Statistics => Explore on the menu until the Explore dialogue box appears.

b. Fill the variable in the Dependent List box and fill the other variable in the Factor List

c. Click Statistics until the Explore dialogue box: Statistic appears, determine the parameter of test. As a default, Descriptive Confidence Interval for Mean 95% is chosen.

d. Click continues until it comes back to the Explore dialogue box.

e. Click Plot until the Plot dialogue box appears. As a default, Boxplot Factor Leaves Together is chosen. To decide the normality test, choose Normality plots with test.

The result of normality test of the experimental and control class’ pretest was presented in this following table:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Group</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td>Experiment</td>
<td>.138</td>
<td>25</td>
</tr>
<tr>
<td>Score</td>
<td>Control</td>
<td>.160</td>
<td>25</td>
</tr>
</tbody>
</table>

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction
The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.200 and 0.173 and the control one was 0.099 and 0.087. It meant that the probability value (p) of both experimental and control class was higher than (> the degree of significance 5% \( \alpha = 0.05 \)). Therefore, it could be concluded that the data of both the experimental and the control class’ pretest was normally distributed.

B. Normality Test Calculation of the Experimental and Control Class’ Posttest

The result of normality test of the experimental and control class’ posttest was also gained from *Lilliefors* test using IBM Statistics SPSS 20. The following was the result of normality test of the experimental and control class’ posttest which was presented in this table:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Posttest Score</td>
<td>Experiment</td>
<td>.160</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>.141</td>
</tr>
</tbody>
</table>

\(\ast\). This is a lower bound of the true significance.

\(a\). Lilliefors Significance Correction

The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.098 and 0.123. The control one was 0.200 and 0.174. It meant that the probability value (p) of both the experimental and the control class was higher than (> the degree of significance 5% \( \alpha = 0.05 \)). Thus, it could be proved that the data of both the experimental and control class’ posttest was normally distributed.
APPENDIX 5
The Normal Histogram

A. The histogram of the experimental and Control Class’ Pretest

These following histograms also showed that the data of the experimental and control class’ pretest score met the criteria of normal distribution:

Figure A.1. Normal Histogram of the Experimental Class’ Pretest Score
Figure A.2. Normal Histogram of the Control Class’ Pretest Score

Both the figure A.1 and A.2 above represented the histogram which had shape like a bell-curve and symmetrical which indicating that the distribution data was normal. Hence, it could be said that the data of the experimental and control class’ pretest met the criteria of normality.
B. The Histogram of the Experimental and Control Class’ Posttest

The following was two normal histograms which showed that the data of the experimental and control class’ posttest score met the criteria of normal distribution:

Figure B.1. Normal Histogram of the Experimental Class’ Posttest Score
Figure B.2. Normal Histogram of the Control Class’ Posttest Score

Both the figure B.1 and B.2 presented that both the histograms had a curve-bell shape look-alike and the curves were symmetrical. It meant that the experimental and control class’ posttest met the criteria of normality.
APPENDIX 6

Homogeneity Test

A. Homogeneity Test

After finishing the normality test, the homogeneity test was also required as a prerequisite to do analysis test. To calculate homogeneity test, the researcher used Levene Statistic Test from IBM Statistics SPSS 20 software. The following is the result which was obtained from this calculation:

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest Score</td>
</tr>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>.243</td>
</tr>
</tbody>
</table>

After gaining the result of homogeneity test of the experimental and control class’ pretest, it was continued to interpret the result using the degree of significance 5% ($\alpha = 0.05$). The criteria of taking the decision of homogeneity test is as follow:

1. Determining the hypothesis:

   $H_0$: sample data comes from population which has homogenous variance.

   $H_1$: sample data comes from population which does not have homogenous variance.

2. Deciding criteria to test the hypothesis:

   If the significance level/ probability value ($p$) $\geq 0.05$, $H_0$ is accepted.

   If the significance level/ probability value ($p$) $< 0.05$, $H_0$ is rejected.

From the result of the Levene Statistic Test above, it could be seen that the significance level or probability value ($p$) of the data from the experiment and control’s pretest score was 0.624. It meant that the significacance level or
probability value (p) of the data was higher than the significance degree (\(\alpha = 0.05\)). The result of homogeneity test showed that \(H_0\) is accepted and it could be concluded that the sample data comes from population which has homogenous variance.
APPENDIX 7

LESSON PLAN 1

Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN
( RPP )

Sekolah : MTs N 3 Jakarta  Jenis Teks : Recount text
Mata Pelajaran : Bahasa Inggris  Tema : My Holiday
Kelas/Semester : VIII /II (dua)  Pertemuan ke- : 2 & 3
Aspek/Skill : Writing  Waktu : 4 x 40 menit

Standar Kompetensi : 12. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *Recount* dan *narrative* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *Recount* dan *narrative*.

Karakter siswa yang diharapkan:

1. Dapat di percaya ( Trustworthiness)
2. Rasa Hormat dan Perhatian (Respect)
3. Tekun (Diligence)
4. Bertanggung Jawab (Responsibility)
5. Berani (Courage)

Indikator :

1. Siswa mampu membuat kalimat dalam bentuk past tense.
2. Siswa mampu menentukan ciri-ciri teks recount
3. Siswa mampu mengidentifikasi bagian-bagian dalam teks recount
4. Siswa mampu menulis teks recount

A. Tujuan Pembelajaran

Pertemuan 2

Pada akhir pelajaran siswa dapat:
1. Menyusun kata/kata berfrasa menjadi sebuah kalimat menggunakan pola kalimat:
   S+Verb-2+ Object dengan cermat dan teliti
   S+was/were+Adjective dengan cermat dan teliti.
2. Dapat membuat clustering untuk mengumpulkan dan menuliskan ide siswa sebelum menulis.

**Pertemuan 3**
Pada akhir pembelajaran siswa dapat:
1. Menentukan ciri-ciri teks recount
2. Mengidentifikasi bagian-bagian dalam teks recount
4. Menulis teks sederhana dalam bentuk recount menggunakan clustering technique pada tahap prewriting.

**B. Materi Pembelajaran**

**Pertemuan 2:**
Pola kalimat Past Tense
Tanpa kata kerja

<table>
<thead>
<tr>
<th>Subject</th>
<th>Kata kerja bantu / To be</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>sad</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plural

<table>
<thead>
<tr>
<th>You</th>
<th>were</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dengan Kata kerja

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adv. Of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>had</td>
<td>Borobudur</td>
<td>Last year</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
<td>A year ago</td>
</tr>
<tr>
<td>He</td>
<td></td>
<td></td>
<td>Last two days</td>
</tr>
<tr>
<td>It</td>
<td>visited</td>
<td></td>
<td>Two days ago</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td>Yesterday</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td>Last Monday</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td>Last sunday</td>
</tr>
</tbody>
</table>

**Pertemuan 3**

Contoh Teks Recount about Bad Experience:

<table>
<thead>
<tr>
<th>Langkah retorika</th>
<th>Contoh teks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>I had my adolescence when I was thirteen. It started with acne that showed up on my face.</td>
</tr>
<tr>
<td><strong>Events</strong></td>
<td>It was very annoying. It lowered my self-esteem and I was embarrassed to</td>
</tr>
</tbody>
</table>
come out of my house and play with my friends.

Fortunately, my mum gave me a good medicine. In three weeks, the acne started to vanish although those showed some black spots in my face.

Reorientation

That was my bad experience with adolescence though there were still lost of good experience too.

Language feature of Recount text are:

1. Using Simple Past tense.
2. Using action Verb in the past
3. Using adverbial of sequence
4. Using Adjective
5. Using personal pronoun: I and We

Contoh Clustering Technique:

C. Metode : Three-Phase Technique

D. Langkah-langkah Kegiatan :
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru menyapa peserta didik dengan menggunakan ungkapan bahasa inggris.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru mengabsen siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reviewing the previous lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan ice breaking/ game sebelum dimulainya pelajaran (Brainstorming). Bermain permainan kecil “Batu-batu” (when the Teacher says “Batu”, the Students clap their hands once; when the teacher says “Batu-Batu”, the Students clap their hands twice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan pertanyaan pada siswa i.e what did you do this morning? last night? Last month? last holiday?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi tahu tujuan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Exploration</strong></td>
<td>45 menit</td>
</tr>
<tr>
<td>Pertemuan 2</td>
<td>• Guru bertanya tentang pengalaman siswa tentang apa yang pernah mereka alami seperti; where it happened, when, with whom, how, and what they did next.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menuliskan jawaban siswa di papan tulis. Setelah selesai, guru menjelaskan tentang perubahan kata kerja dari Verb-1 into Verb-2 dan penggunaan verb-2 dalam kalimat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan teks cerita yang berbentuk recount, guru meminta siswa membacakan teks dan siswa lain mendengarkan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru meminta siswa menyebutkan ciri kebahasaan dan langkah retorika teks recount yang ditampilkan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menampilkan sebuah gambar clustering itu seperti apa dan menjelaskan secara singkat tentang cara membuat clustering</td>
<td></td>
</tr>
</tbody>
</table>
untuk membantu siswa mengumpulkan ide sebelum menulis cerita.

**Pertemuan 3**

- Guru menjelaskan tentang salah satu technique prewriting yaitu clustering lebih dalam. Kemudian juga menjelaskan manfaat dari Prewriting sebagai solusi untuk memudahkan siswa dalam menuangkan ide-ide yang muncul sebelum mereka menulis.
- Guru menampilkan contoh bagaimana membuat clustering prewriting.
- Guru memberikan contoh dengan menuliskan topic di tengah papan tulis, kemudian siswa diminta menuliskan cabang dari topic tersebut secara bergantian di papan tulis.

**Elaboration**

**Pertemuan 2**

- Siswa dibagi menjadi 6 kelompok.
- Siswa berdiskusi tentang Pola kalimat past tense berdasarkan contoh teks yang diberikan.
- Siswa dalam tiap kelompok bekerja sama mengidentifikasi teks recount berdasarkan retorikan dan ciri kebahasaannya..
- Siswa dalam tiap kelompok bekerja sama mendiskusikan tehnik clustering yang telah dijelaskan.

**Pertemuan 3**

- Siswa dibagi menjadi 6 kelompok.
- Siswa berdiskusi tentang topic yang mereka pilih untuk membuat clustering sebelum membuat membuat teks cerita bentuk recount.

**Confirmation**

**Pertemuan 2**

- Guru memberikan ringkasan tentang betuk regular and irregular verb in past form.
- Teacher gives the Students reinforcement about what they have done.
• Guru menanyakan kesulitan yang dialami siswa dan memberikan sedikit penjelasan.
• Guru memotivasi siswa untuk latihan menulis setiap hari untuk mendapatkan tulisan yang lebih baik.

### Pertemuan 3

• Guru menampilkan kembali teks recount dan menjelaskan kembali tentang retorika dan kebahasaan pada teks recount dan siswa diminta membandingkan dengan teks recount yang mereka buat.
• Guru memberikan penugasan rumah pada siswa untuk membuat cerita dari clustering yang telah dibuat.
• Guru memotivasi siswa untuk latihan menulis setiap hari menggunakan technique cluster ini sebelum mulai menulis untuk mendapatkan tulisan yang lebih baik.

### Penutup

<table>
<thead>
<tr>
<th>15 menit</th>
</tr>
</thead>
</table>

• Guru memberikan kesempatan pada siswa untuk bertanya.
• Guru meminta salah satu siswa untuk memberikan kesimpulan tentang materi hari ini.
• Mempersiapkan materi yang akan dibahas pada pertemuan berikutnya.
• Melakukan penilaian atau refleksi terhadap kegiatan yang telah dilaksanakan.

### G. Alat dan Sumber Belajar

<table>
<thead>
<tr>
<th>Laptop</th>
<th>A sheet of Paper</th>
<th>Buku Paket Scaffolding</th>
</tr>
</thead>
</table>

| Proyektor / LCD | Teks Recount |

### H. Instrumen :

#### Pertemuan 2

Membuat kalimat dalam bentuk past tense

#### Pertemuan 3

Membuat clustering dari topic yang telah dipilih.

### I. Penilaian

a. Teknik : Tes Tulis
   
   2. Membuat Clustering dari topic yang telah dipilih.

J. **Rubik Penilaian**

Untuk membuat dan menyusun kalimat past tense:

Nilai maksimal = 100

Nilai Perolehan = Nilai Perolehan Siswa x 5

Analytical Scoring Rubric of writing recount adapted from Ken Hyland:

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The events are clearly stated, personal comment on events and easy to understand.</td>
<td>Event fairly clearly stated, some personal comment include, and quite easy to understand.</td>
</tr>
<tr>
<td>2</td>
<td>Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Orientation gives all essential info; -All necessary background provided; -Account in chronological or other order; -Reorientation “rounds off” sequence</td>
<td>-Fairly well-developed orientation -Most actors and events mentioned -Largely chronological and coherent -Reorientation “rounds off” sequence</td>
</tr>
<tr>
<td>3</td>
<td>Mechanic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A few errors of spelling, capitalization and punctuation</td>
<td>Occasional errors of spelling, capitalization and</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>Punctuation</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>There is almost no error in the use of sentence.</td>
<td>There are a few errors in the use of sentence.</td>
</tr>
<tr>
<td>5</td>
<td>Excellent choice of vocabulary or many vocabulary variations.</td>
<td>Adequate vocab choice/few vocabulary variations.</td>
</tr>
</tbody>
</table>

Mengetahui,
Dosen Guru Pembimbing

Jakarta, 3rd Februari 2015

(Dra. Rusniati) (Rini Aryanti)
LESSON PLAN 2
Experiment Class
RENCANA PELAKSANAAN PEMBELAJARAN
( RPP )

Sekolah : MTs N 3 Jakarta  Jenis Teks : Recount text
Mata Pelajaran : Bahasa Inggris  Tema : My Experience
Kelas/Semester : VIII/II (dua)  Pertemuan ke- : 4 & 5
Aspek/Skill : Writing  Waktu : 4 x 40 menit

Standar Kompetensi : 12. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk Recount dan narrative untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk Recount dan narrative.

Karakter siswa yang diharapkan:
1. Dapat di percaya ( Trustworthines)
2. Rasa Hormat dan Perhatian (Respect)
3. Tekun (Diligence)
4. Bertanggung Jawab (Responsibility)
5. Berani (Courage)

Indikator :
1. Siswa mampu membuat kalimat dalam bentuk past tense.
2. Siswa mampu menentukan ciri-ciri teks recount
3. Siswa mampu mengidentifikasi bagian-bagian dalam teks recount
4. Siswa mampu menulis teks recount

B. Tujuan Pembelajaran

Pertemuan 4
Pada akhir pelajaran siswa dapat:
1. Mengidentifikasi retorik teks recount dan lebih paham dengan language feature yang digunakan.
2. Menggunakan teknik clustering dengan lebih mudah.

**Pertemuan 3**
Pada akhir pembelajaran siswa dapat:

1. Menentukan ciri-ciri teks recount
2. Mengidentifikasi bagian-bagian dalam teks recount
3. Membuat clustering dari topic yang akan mereka ceritakan.
4. Menulis teks sederhana dalam bentuk recount menggunakan clustering technique pada tahap prewriting.

**B. Materi Pembelajaran**

**Pertemuan 2:**

a. *Definition:*
   
   Teks yang menceritakan kejadian yang telah lalu atau menggambarkan pengalaman secara berurutan.

b. *Social Fuction of Recount Text*
   
   Recount Teks berfungsi untuk menceritakan atau menggambarkan suatu kejadian yang telah terjadi dengan berurut dan bertujuan untuk menginformasikan dan menghibur pembaca.

c. *Generic Structure:*
   
   - **Orientation**
     
     Pada bagian orientasi memperkenalkan Tokoh, Tempat dan Waktu yang terdapat dalam teks tersebut: WHO, WHERE, WHEN.

   - **Sequence of Events**
     
     Sequence of Events : menceritakan tentang kejadian secara berurutan tentang apa yang terjadi, siapa saja yang ada didalamnya, dimana dan kapan terjadi dengan menggunakan kata penghubung secara urut. Contohnya: First, next, then, finally, and so on.

   - **Reorientation**
     
     Kesimpulan dari cerita dan terkadang menuliskan opini tentangkejadian yang telah dilewati tersebut.

d. Language feature of Recount text are:
   
   7. Using action Verb in the past
   8. Using adverbial of sequence
   9. Using Adjective
   10. Using personal pronoun: I and We
Contoh teks:

- *Teks yang akan di identifikasi siswa:*

**Maya Gazali**

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six year old. She went to elementary school, but she didn’t go to high school. Her family was poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to west Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn’t very happy. She missed her friends back in Palu and she didn’t speak like other children. She began to learn to speak like other children, and she practice with her new friends at the factory in Bandung.

Maya also studied hard. She learnt English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates whit very often over the internet. She’s looking forward to an exciting future.

**Pertemuan 5:**
Example of another Clustering Technique:
C. Metode : Three-Phase Technique

D. Langkah-langkah Kegiatan :

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan    | • Guru menyapa peserta didik dengan menggunakan ungkapan bahasa inggris.  
• Guru mengabsen siswa.  
• Reviewing the previous lesson.  
• Guru memberikan ice breaking (Brainstorming). Mengasah kerja otak kanan dan kiri dengan senam COCONUT (C-O-C-O-N-U-T) secara bersama-sama.  
• Guru memberikan pertanyaan pada siswa i.e what did you do this morning? last night? Last month? last holiday?  
• Guru memberi tahu tujuan pembelajaran.                                                                                                                   | 10 menit       |
| Inti           | **Exploration**  
**Pertemuan 4**                                                                                                                                                |               |
|                | • Guru bertanya tentang pengalaman siswa tentang apa yang pernah mereka alami seperti; where it happened, when, with whom, how, and what they did next.  
• Guru menuliskan jawaban siswa di papan tulis. Setelah selesai, guru menjelaskan                                                                             |               |
tentang perubahan kata kerja dari Verb-1 into Verb-2 dan penggunaan verb-2 dalam kalimat.
- Guru memberikan teks cerita yang berbentuk recount, guru meminta siswa membacakan teks dan siswa lain mendengarkan.
- Guru meminta siswa menyebutkan ciri kebahasaan dan langkah retorika teks recount yang ditampilkan.
- Guru menampilkan sebuah gambar clustering itu seperti apa dan menjelaskan secara singkat tentang cara membuat clustering untuk membantu siswa mengumpulkan ide sebelum menulis cerita.

**Pertemuan 5**
- Guru menjelaskan tetang salah satu technique prewriting yaitu clustering lebih dalam. Kemudian juga menjelaskan manfaat dari Prewriting sebagai solusi untuk memudahkan siswa dalam menuangkan ide-ide yang muncul sebelum mereka menulis.
- Guru menampilkan contoh bagaimana membuat clustering.
- Guru memberikan contoh dengan menuliskan topic di tengah papan tulis, kemudian siswa diminta menuliskan cabang dari topic tersebut secara bergantian di papan tulis.

**Elaboration**

**Pertemuan 4**
- Siswa berdiskusi tentang kegunaan dari clustering tehnik dalam tahap awal sebelum menulis (prewriting) dengan teman sebangku.
- Siswa menentukan topic cerita yang akan mereka buat.
- Siswa diminta membuat clustering dan menuangkannya dalam cerita dengan teman sebangkunya.
<table>
<thead>
<tr>
<th>Pertemuan 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa berdiskusi tentang tata Bahasa yang digunakan dalam teks recount.</td>
<td></td>
</tr>
<tr>
<td>• Siswa mendiskusikan penggunaan clustering dan mengeksplor kreatifitas dalam membuat clustering.</td>
<td></td>
</tr>
<tr>
<td>• Masing-masing siswa menentukan topic cerita yang akan mereka buat dan kemudian membuat clustering dan cerita esei pendek berbentuk recount secara sederhana.</td>
<td></td>
</tr>
</tbody>
</table>

**Confirmation**

**Pertemuan 4**

• Guru memberikan ringkasan tentang betuk regular and irregular verb in past form.
• Teacher gives the Students reinforcement about what they have done.
• Guru menanyakan kesulitan yang dialami siswa dan memberikan sedikit penjelasan.
• Guru memotivasi siswa untuk latihan menulis setiap hari untuk mendapatkan tulisan yang lebih baik.

**Pertemuan 5**

• Guru menampilkan kembali teks recount dan menjelaskan kembali tentang retorika dan kebahasaan pada teks recount dan siswa diminta membandingkan dengan teks recount yang mereka buat.
• Guru memberikan penugasan rumah pada siswa untuk membuat esei pendek berbentuk recount dengan menggunakan clustering technique.
• Guru memotivasi siswa untuk latihan menulis setiap hari menggunakan technique cluster ini sebelum mulai menulis untuk mendapatkan tulisan yang lebih baik.

Penutup                                                                                                     15menit

• Guru memberikan kesempatan pada siswa untuk bertanya.
• Guru meminta salah satu siswa untuk memberikan kesimpulan tentang materi hari ini.
• Mempersiapkan materi yang akan dibahas pada pertemuan berikutnya.
• Melakukan penilaian atau refleksi terhadap kegiatan yang telah dilakasanakan.

G. Alat dan Sumber Belajar
- Laptop
- A sheet of Paper
- Buku Paket Scaffolding
- Proyektor / LCD
- Teks Recount

J. Instrumen :
Pertemuan 2
Membuat clustering dari topic yang mereka tentukan.
Pertemuan 3
Membuat esei sederhana pendek berbentuk recount dengan menggunakan clustering technique.

K. Penilaian
a. Teknik : Tes Tulis
b. Bentuk : Membuat Clustering dari topic yang dipilih siswa.

J. Rubik Penilaian
Untuk membuat dan menyusun kalimat past tense:

Nilai maksimal = 100
Nilai Perolehan = Nilai Perolehan Siswa x 5

Analytical Scoring Rubric of writing recount adapted from Ken Hyland:

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Content</td>
<td>The events are clearly stated, personal comment on events and easy to understand.</td>
</tr>
<tr>
<td>2</td>
<td>Structure</td>
<td>Orientation gives all essential</td>
</tr>
<tr>
<td></td>
<td>info; -All necessary background provided; -Account in chronological/other order; -Reorientation “rounds off” sequence</td>
<td>-Most actors and events mentioned -Largely chronological and coherent -Reorientation “rounds off” sequence</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Mechanic</td>
<td>A few errors of spelling, capitalization and punctuation</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>There is almost no error in the use of sentence.</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>- Excellent choice of vocabulary or many vocabulary variations.</td>
</tr>
</tbody>
</table>

Jakarta, 3rd Febuary 2015

Mengetahui,

Dosen Guru Pembimbing

Mahasiswa

( Dra. Rusniati) (Rini Aryanti)