THE EFFECT OF USING CLUSTERING TECHNIQUE ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT ON THE X CLASS OF SMA SWASTA DARUL IMAN IN ACADEMIC YEAR 2021/2022

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Abstract. This study deals with the effect of using clustering technique on students' ability in writing recount text on the X class of SMA Swasta Darul Iman Academic Year 2021/2022. Its objective is to find out whether the use clustering technique has a significance effect in writing recount text. Population used in this study of class X were 64 and samples used in this study were32 students. The method used in this study is an experimental method with a one group as pre-test and post-test design .This study was carried on using quantitative method. The data was analysed by using t-test. The researcher found the pre-test mean = 54,69 , deviation standard = 5,07 and experienced an increase in the post-test mean = 82,81 deviation standard = 3,09.From this analysis, writer found that guided clustering technique has significance in teaching writing recount text. It can be proved by the result of the analysis showed that "t_o" observed about 26,78 was higher than "ttable" about 2,040 with the level significance is 0,05% it implies that the teacher of English should use clustering technique in teaching writing recount text so that the teaching and learning process can be successful.

Keywords: Abilty, Writing, Recount Text

1. BACKGROUND

English is a common language worldwide, many countries are offering to learn it. English is important in development of students as individuals and as members of society. English is an obligator subject to learn from primary school level. Four fundamental linguistic abilities in English are listed. There are four language skills that must be taught to senior high school students, those are reading, listening, speaking, and writing (Anggraini, 2019).

Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work (Hastuti, 2020). According Susanto (2014:102) writing is a It is best to take your time while putting your thoughts or ideas into words. Indonesian students, writing is still difficult to learn. It is because english is still a foreign language in Indonesia. Mastery of writing is a problem in the school. Some of students cannot write the text well, Because they are challenging to understand, they are not interested in composing texts. One of the fundamental linguistic abilities in language acquisition is writing. People may comprehend and learn a lot through reading and writing.

Based on the researcher's experience PPL (teacher training practice) in senior high school, most of the students can not read and comprehend the english text well. When the researcher told them to tell some information from their writing text. There are some factors why they can not comprehend the text. There are students who do not have good motivation to write. The students can not produce their own sentences in english. They have few writing approaches and tactics because they feel that in order to understand the work, they must understand every word in it. As a result, they frequently seek up terms in dictionaries to determine what they mean.

The researchers employ the clustering approach in writing instruction for a number of reasons. First, using the clustering process, students can develop their original ideas. For instance, students may improve their writing by coming up with fresh ideas, which will help them create quality writing. Second, the students can group their concepts. For instance, the clustering strategy can assist students in organizing their thoughts so that they would more readily recall them.

Based on the context, this study intends to determine how utilizing the clustering approach affects students' recall texts. The influence of employing clustering approach on students' writing skills in recount texts at the tenth grade students of SMA Swasta Darul Iman is the research topic as a result.

2. REVIEW OF LITERTURE

A. Writing

1. Definition Of Writing

There are several definitions of writing. Writing integrates process and outcome. Writing involves sophisticated procedures for acquiring ideas and understanding how to

put them into sentences or other written works. The ability of the pupils to effectively convey their thoughts, opinions, sentiments, and emotions while writing a text is required. Readers should be able to comprehend their writing.

The definitions of writing are variously stated by some experts. according Susantoleo(2010:102) writing is a process of expressing ideas or thoughts in words should be done at leisure. Writing is an action that expresses a concept, message, or piece of information in writing, according to Zhaminang (2013: 2).

2. The Difficulties Of Writing

Writing differs from spoken language in that it depends on the audiences or readers to comprehend and interpret what has been written. Asmervik, Ogden & Rygvold in Solagha (2013: 4) Describe writing challenges as challenges the student has when writing. The students often face the difficulties in many aspects of writing when they are asked to express their ideas in written form. according to Berkeley Graduate division (2014), the following lists are the common issues on the students writing difficulties, but the researcher only cites the most common difficulties found in the students of novice writers :1. Thesis statement: Students usually are not clear on what this means so they do not know on how to arrange and write the thesis statement. They can not write the main point or the central message. 2. Topic choice: Students often write in broad topic and it does not specific. 3. The arrangement of the paragraphs is haphazard, they don't have theme sentences, or they cover too many topics. Sometimes they don't make a logical connection with the preceding or succeeding paragraphs. 4. Unfinished papers : The paper has several points that have not been ordered clearly that means the paper needs thorough editing and proofreading. 5. Sentence boundary errors : There are frequent comma splices (run-on sentences), confusingly combined complex/compound sentences, or sentence fragments. Punctuation mistakes are related to sentence boundary errors, not just "not knowing how to use acomma." 6. Incorrect word usage:Key words are used and lack of precision in word choices. 7. Incoherent writing : Writing is unclear that it's difficult to know what the point is. 8. Stigmatizing errors : It means lack of subject-verb agreement, correct verb tense markers, incorrect prepositions and incorrectly used set- phrases. 9. Stylistic errors : For example, verb tense may shift unnecessarily between present and past, repetitive (same sentence structure).

B. Recount Text

1. Definition Of Recount Text

According to Framana (2019) Recount text is a text that tells something that has happened in the past.Text generated, shared, or received as language is organized into coherent textual units. According to Grace (as cited in Sukma, 2015, p. 66) recount text is a text which telling the readers or the listener about what occurred in the past based on chronological event. Text refers to any occurrences that provide meaning; examples include books, movies, commercials, phone conversations, and more. A text may also be viewed from several perspectives, as something that can be observed, examined, and discussed as well as the result of a socially produced process or event.

Texts that recount prior events or experiences are called recounts (Astrid,2010). Students in high school are required to write many types of texts, including narrative, descriptive, explanatory, and recount texts. Definitions, purposes, general systems, and linguistic characteristics of various documents vary. Before we are expected to write well while studying a form of text, we must first define what a recount is so that we can differentiate its content from that of other types of texts or from what the author gives in a recount. A few definitions are provided from the expertise of some professionals.

2. The Generic Structure Of Recount Text

Writing a recount text entails describing a prior event that is often given in the order in which it occurred. A recount text must have a general structure in order for its intended function to be realized. A recounttext can be organized into one of three different types.

1. Orientation

The orientation section informs the readers with background details including who, when, and where. In order to assist the reader grasp the entire material of the recount text paragraph, the writer first presents this section in the first paragraph by introducing the characters, the setting of place and time.

2. Sequence of Event

A succession of events are presented in a sequence, usually in chronological order. When, next, then, and other time-ordering terms are frequently used by writers to manipulate readers.

3. Re-orientation

Re-orientation is communicated by the use of a summary statement, an assessment, or a return to the beginning. Reorientation is referred to as the last paragraph by Mark Anderson and Kathy Anderson. They assert that reorientation is not necessarily required to be included in a recount document.

No matter how many paragraphs are written, every type of literature typically consists of three parts: an introduction, body paragraphs, and a conclusion. Every type of writing has to include these components. Recount texts may be distinguished from other texts by having these 3 generic structures, though.

3. RESEARCH METHODOLOGY

This studies applied quasi experimental research design.According to Creswell (2012:312),in quasi experimental research, the researcher uses intact classes for the experiment. that is due to the fact the researcher can't artificially create groups for the test which means the approach and device contain numerical dimension and then the statistical quantification might be conducted. An experimental research involves one group: experimental. An experimental group received a new treatment. This study used pre-test and post-test. There are two variables, Clustering Technique as independent variable and students' reading achievement in recount texts as dependent variable. Experiment group by using Clustering Technique.

Creswell (2012) states that the population is a group of individuals who have the same characteristics. In this research the population is first year of SMA SwastaDarul Iman. There are two classes of tenth class with total number 64 students.

According to Sugiyono (2010) "Sample is portion of the amount and the characteristics possessed by the population". Samples are drawn using cluster sampling. Whether a sample is utilized to identify when an object is being inspected or a data source is particularly large, it is referred to as area sampling in the research. And for his study, 64 pupils from two classes in class X were sampled based on the area's population, which has been determined.

It means a researcher chooses some group of the population all of them. The number of sample for this research would automatically be less than the population. Researcher chooses one classes of the population be the sample that consist 32 students.

This study is an experimental research by way of comparing the success of studying recount text by way of using Clustering technique with the success of learning recount text without the usage of Clustering technique. It makes use of pre-test and post-test which might be given to the experimental institution.

The data collection in this research is a test, namely the initial test and the final test. Learning outcomes tests can also be called learning achievement tests which are used to measure student learning outcomes to be achieved over a certain period of time.

a. Pre-test

A pre-test is will administer to the samples, both of the experimental group and control group earlier than they will take delivery of the treatment. it's miles will be aim at locating out homogeneity of the sample approximately the students' capacity in writing recount text. The pre-test is an goal test in the shape of a couple of alternatives. The function of the pre-test to know the imply score of experimental.

b. Treatment

The treatment is will conduct after the pre-test. The experimental group is taught by using Clustering Technique treatment.

c. Post-test

After will conduct the treatment, the teacher give a post-test to both groups. The post-test will be function to get the mean score of the experimental and control groups. It is applied to know the effect of using Clustering Technique on students' writing in recount text.

In this study, the term "attitude assessment" refers to a set of tasks intended to gauge changes in students' attitudes as a result of instruction. The use of a standard or decision-making system on attitudes is another aspect of attitude evaluation. The primary purpose of attitude evaluation as a learning tool is to gauge how well each student's attitudes are understood and how they are developing.

This research will be conducted at SMA Swasta Darul Iman, on district of Lawe Sumur, regency Southeast Aceh, province Aceh. It carried out on the tenth students. The researcher`s reason choose this school because the researcher found the problem which

was related to the title of the research, the willingness of the school to give research permission. The students have low ability in writing recount text.

4. FINDING AND DISCUSSION

This research is purposing. The research is quantitative research with categorized as a type of pre-experimental study with a model approach to pre-test post-test design is: One group of experiments. The data is taking by giving pre test and post test in table 4.1 as following:

Table 4.1. **The score of Pre Test (X_1) and Post Test (X_2)**

At Class X B SMA SWASTA DARUL IMAN

NO.	NAME OF STUDENTS	CLASS	PRE-TEST	POST-TEST
1	ANS	X B	60	**85**
2	ASNP	X B	60	**85**
3	AS	X B	50	**80**
4	BM	X B	60	**85**
5	CRH	X B	60	**85**
6	DJN	X B	60	**85**
7	DMA	X B	50	**80**
8	HAH	X B	60	**85**
9	HI	X B	50	**80**
10	HH	X B	60	**85**
11	IN	X B	50	**80**
12	KH	X B	60	**85**
13	KN	XB	60	**85**
14	MP	X B	50	**80**
15	MR	X B	50	**80**

16	NA	X B	50	80
17	NLS	X B	50	80
18	NH	X B	60	85
19	ND	X B	60	85
20	NWT	X B	50	80
21	PD	X B	50	75
22	PMR	X B	50	75
23	RR	X B	60	80
24	RS	X B	50	85
25	RAJ	X B	60	85
26	SK	X B	50	85
27	SNA	X B	60	85
28	RM	X B	50	85
29	NY	X B	50	85
30	SR	X B	50	85
31	ST	X B	50	85
32	DA	X B	60	85
TOTAL SCORES			1750	2650
MEAN			54,69	82,81

The data in table 4.1 showed that the highest score of the pre test given at class X= 60 and the lowest score = 50 whereas the highest score on post test = 85 and the lowest = 75.

Table 4.2The Different of Means of Pre Test and the Post Test

Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students' Score Pre Test	32	54,69	5,07	0,91
Students' Score Post Test	32	82,81	3,09	0,55

The table showedthat the mean score beforeand after the using clustering techique on students' ability to writing recount text.In pretest, themean on pre test=54,69while in post test =82,81.

5. CONCLUTION AND SUGGESTION

A. Conclution

Based on the data analysis and the discussions, the researcher took the conclusion as follows :

The minimum completeness criteria of English Lesson at SMA Swasta Darul Iman= 70. The mean score of students test on pre test =54,69. The mean score on posttest improved become = 82,81 and it reached the minimum completeness criteria score. There were 28,12 point the difference between pre test to the post test score. The calculation of data by using t test and found the $t_{observation} = 26,78$ then compared it with $t_{table} = 2,040$ of level alpha = 5%. It meant that $t_{observation}$ was higher than $t_{table} = 26,78 > 2,040$. So, the researcher concluded that there were improvement students' ability in writing recount text using clustering tecnique at class XSMASwasta Darul Iman Academic Year 2021/2022 and the hypothesis in this research was received.

B. Suggestion

In relation to the conclusion above, suggestions are put forward as follow:

1. Teachers need to further provide writing recount text to students and more creative use of model or new methods.

2. Students must be more active in learning writing recount text and should bring a dictionary.

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