IMPROVING THE VIII-B STUDENTS’ WRITING ACHIEVEMENT OF RECOUNT TEXT THROUGH THE USE OF CLUSTERING TECHNIQUE AT SMPN 5 TANGGUL

THESIS

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MOTTO

….Allâh will exalt in degree those of you who believe, and those who have been granted knowledge……

(The Holy Qur’an. Al-Mujadilah [58]: 11)
DEDICATION

This thesis is honorably dedicated to

1. My honorable parents Ahmad, S.Pd and Siti Mutmainah. I thank you for the prayers, love, affection and everything devoted to me.
2. My beloved husband, Wiyanto Suud, S.Sos. I thank you for your love and support. You are the best gift of my life.
3. My dearest brother and sisters; Agung Rahmat, Putri Iskamilah and Dewi Hurin In.

iii
CONSULTANTS APPROVAL

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Jember, June 2010

The Writer
### TABLE OF CONTENT

**TITLE PAGE** ............................................................................................................. i
**MOTTO** ..................................................................................................................... ii
**DEDICATION** ............................................................................................................. iii
**CONSULTANT APPROVAL** ..................................................................................... iv
**APPROVAL OF EXAMINATION COMMITTEE** ................................................... v
**ACKNOWLEDGEMENT** .............................................................................................. vi
**TABLE OF CONTENT** ............................................................................................... viii
**LIST OF TABLES AND DIAGRAM** ........................................................................ xi
**LIST OF APPENDICES** .............................................................................................. xii
**SUMMARY** .................................................................................................................. xiii

1. **INTRODUCTION** ................................................................................................. 1
   1.1 Background of the Research .............................................................................. 1
   1.2 Problems of the Research .................................................................................. 3
   1.3 Operational Definition ..................................................................................... 4
   1.4 Objective of the Research ................................................................................ 5
   1.5 Significance of the Research ............................................................................ 5

2. **RELATED LITERATURE REVIEW** ...................................................................... 6
   2.1 The Writing Definition ....................................................................................... 6
   2.2 The Writing Skill ............................................................................................... 7
   2.3 Characteristics of Good Writing ......................................................................... 8
   2.4 The Ability in Writing Recount Text .................................................................. 9
   2.5 Assessing Writing Skill ..................................................................................... 12
   2.6 The Concept of Clustering Technique ............................................................... 15
   2.7 The Steps of Creating Clustering .................................................................... 17
2.8 The Application of Clustering Technique in Writing Recount........... 19
2.9 Action Hypothesis........................................................................ 24

3. RESEARCH METHODS .................................................................. 25
   3.1 Research Design................................................................. 25
   3.2 Area Determination Methods .............................................. 27
   3.3 Research Subject Determination Method.............................. 27
   3.4 Data Collection Methods.................................................... 28
       3.4.1 Observation............................................................. 28
       3.4.2 Test..................................................................... 29
   3.5 Research Procedure.............................................................. 31
       3.5.1 General Description of The Research............................ 31
       3.5.2 Details of The Research Procedure............................... 31
   3.6 Data Analysis...................................................................... 34

BAB 4. RESULTS AND DISCUSSION.................................................. 37
   4.1 The Result of Action Cycle I.................................................. 37
       4.1.1 The Result of Observation........................................... 38
       4.1.2 The Result of Writing Test in Cycle I............................. 42
       4.1.3 The Result of the Reflection in Cycle I......................... 45
   4.2 The Result of Action Cycle II.................................................. 47
       4.2.1 The Result of Observation........................................... 47
       4.2.2 The Result of Writing Test in Cycle II............................. 49
       4.2.3 The Result of the Reflection in Cycle II......................... 53
   4.3 Discussion .......................................................................... 54

BAB 5. CONCLUSION AND SUGGESTIONS..................................... 59
BIBLIOGRAPHY....................................................................................................................... 61
APPENDICES..................................................................................................................................
LIST OF TABLES AND DIAGRAM

A. List of Tables
1. Observation checklist for students’ participation................................. 28
2. Item Test Validity..................................................................................... 30
3. The classification of the score level......................................................... 35
4. The Results of the students’ Writing Achievement Test in Cycle 1............ 43
5. The Classification, the Frequency, and the Percentage of the Students’ Writing Achievement Test Score in Cycle 1................................................ 44
6. The Results of the students’ Writing Achievement Test in Cycle 2.......... 50
7. The Classification, the Frequency, and the Percentage of the Students’ Writing Achievement Test Score in Cycle 2................................................ 52
8. The improvement of the Students’ Writing Achievement in the First and the Second Cycle.................................................................................... 56

B. List of Diagram
1. Research Design...................................................................................... 26
2. The improvement of the students’ active participation........................... 54
3. The Improvement of the students’ mean score before and after the action................................................................................................................. 55
4. The improvement of the students’ writing achievement........................ 55
LIST OF APPENDICES

1. Research matrix
2. Lesson Plan cycle 1 meeting 1
3. Lesson Plan cycle 1 meeting 2
4. Lesson Plan cycle 1 meeting 3
5. Lesson Plan cycle 1 meeting 4
6. Writing Test of Cycle 1
7. Observation Checklist meeting 1 and 2 of cycle 1
8. Observation Checklist meeting 3 and 4 of cycle 1
9. Table observation/ fieldnote meeting 1 of cycle 1
10. Table observation/ fieldnote meeting 2 of cycle 1
11. Table observation/ fieldnote meeting 3 of cycle 1
12. Table observation/ fieldnote meeting 4 of cycle 1
13. Lesson Plan cycle 2 meeting 1
14. Lesson Plan cycle 2 meeting 2
15. Lesson Plan cycle 2 meeting 3
16. Lesson Plan cycle 2 meeting 4
17. Writing Test of Cycle 2
18. Observation Checklist meeting 1 and 2 of cycle 2
19. Observation Checklist meeting 3 and 4 of cycle 2
20. Table observation/ fieldnote meeting 1 of cycle 2
21. Table observation/ fieldnote meeting 2 of cycle 2
22. Table observation/ fieldnote meeting 3 of cycle 2
23. Table observation/ fieldnote meeting 4 of cycle 2
24. Scoring Criterion
25. Sample of the students’ work
26. Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University.
27. Statement Letter for Accomplishing the Research from SMPN 5 Tanggul

28. Consultation Sheet
SUMMARY

Improving the VIII-B Students’ Writing Achievement of Recount Text Through the Use of Clustering Technique at SMPN 5 Tanggul. Ayu Rahmawati, 070210491170; 2010. 63 pages; English Education Program of Language and Arts Department, the Faculty of Teacher Training and Education of Jember University.

This classroom action research was intended to improve the VIII-B students’ writing achievement of recount text at SMPN 5 Tanggul in the 2009/2010 academic year. The subject of the research was the eighth year students of Class VIII B under the consideration that they had problems and difficulties in writing a good text, including Recount Text. This research was started by conducting interview with the English teacher of SMPN 5 Tanggul. It was known that the students faced problems in generating and organizing ideas. To overcome those unsatisfactory condition, the researcher conducted classroom action research and proposed one prewriting technique that can help the students that is clustering technique.

This classroom action research was continsously done until the results reached the target requirements of this research that are the students’ mean score was 70, the precentage of the students who got good and excellent score (70 or more) reach to 75%, and the students’ active participation reach to 70% or more. The data about the students’ writing achievement of recount text was obtained from the writing test and the data about the students’ active participation was gained from the observation checklist done in each meeting. This research was carried out in two cycles. Each cycle covered the stages that include: planning the action, implementing the action, observing and evaluating, and reflecting the action. These activities were conducted in each cycle.

The first cycle was conducted in five meetings. The process of the first cycle was introducing the recount text and clustering technique, giving the example of Recount Text, giving opportunity to the students to make a cluster and develope it
into recount text, giving feedback to the students’ writing and asking them to rewrite or revise their work. The actions given in this cycle resulted in the students active participation reached 73.80%, the students mean score reached 69.26, and the percentage of the students who got good and excellent category of writing achievement was 69.05%. It means that the result of the first cycle did not achieve the target requirement in this research.

Then, it was continued to the second cycle. The second cycle was conducted in five meetings. The process of the second cycle were giving an example of recount text, asking the students to identify the generic structure and the language feature of the text given, introducing new vocabularies, showing the cluster of the text, asking the students to make a cluster and develop it into recount text, giving feedback to the students writing and asking them to rewrite or revise their work. The actions given in the second cycle resulted in the students’ active participation reached 88.10%, the students’ mean score reached 72.29, and the percentage of the students who got good and excellent category of writing achievement reached to 76.19%. It means that the second cycle reached the target of this research. Since the result of writing achievement test and students’ active participation in the second cycle had achieved the target requirement in this research, the action was stopped.

Based on the above result, it can be concluded that the implementation of clustering technique could improve the VIII-B students’ writing achievement of recount text. Clustering technique is expected to be beneficial model as prewriting technique for the English Teacher and the students. The English teacher is suggested to implement clustering technique to improve the students writing achievement. Furthermore, the students are expected to practice writing a lot using clustering technique and enrich their vocabularies to improve their writing achievement.