

## *Improving the 8-A Students' Active Participation and Their Recount Text Writing Achievement by Using Clustering Technique at SMPN 1 Tanggul*

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### **Abstract**

*Writing is one of English skills that should be mastered by the foreign learner in Indonesia, especially the students in Junior High School. The aim of this research to solve the problems related to the active participation and writing achievement. The research subject was chosen by using purposive method. The research design used was Classroom Action Research. The data of this research was taken from test, observation, documentation and interview. The result showed some improvements in each cycle. In Cycle 1, there was about 60.55% students who was active in teaching learning activity. In Cycle 2, there was 72.93% who was active in teaching learning activity. In addition, there was 45.45% or 15 students who could achieve the target score in Cycle 1. In Cycle 2, there was about 72.72% or 24 students who could achieve the target score. It indicated that the use of clustering technique could improve the active participation and the writing achievement of the students.*

**Keywords:** *Active Participation, Recount Text Writing Achievement, Clustering Technique, Classroom Action Research.*

### **Introduction**

English is a tool to communicate through spoken or written form. In Indonesia, students of Junior High Schools study English as a compulsory subject. Based on the 2006 curriculum used, School-Based Curriculum, the students have to master four English skills well to communicate with society. It means that the students have to be able to understand and/or produce the written text and spoken text through four English skills, such as: writing, speaking, reading listening and writing. For the students in junior high schools, they have to master the four English skills through *procedure, descriptive, recount, narrative, dan report*.

The students often had some problems when they were joining the language learning. There were many factors cause the problems. This case happened to the students of the 8-A of SMPN 1 Tanggul. Based on the preliminary study that the researcher conducted at SMPN 1 Tanggul by interviewing the English teacher and observing the students in the teaching learning process directly, the students had problem when they were asked to write a good text, especially recount text or recount genre. It was difficult for them to produce a simple recount text based on the ideas they have or the topic given by the teacher. Based on the preliminary study, the researcher also got the information that the English teacher at SMPN 1 Tanggul sometimes used some pictures in teaching learning process. Then the students would be asked to compose a recount text. In this

process, the students got the problem. It was a bit difficult for them to compose a simple recount text.

They got stuck and then they talked with their friends until the time for English subject was over. In another case, the students even copied the recount text from the worksheet they had.

In addition, the preliminary study showed that the score of writing achievement was still low. The previous result of writing score from the seven classes showed this condition. In addition, there were many students who didn't reach the minimum score. Besides, the researcher observed directly for the active participation. The result was there were approximately 50% students who were active in the class. The students who were sitting on the first and the second row only paid attention. They would answer the teacher's question from the teacher when the English teacher asked some questions. This information was taken directly from the classroom. It seemed that they were not interested in the teaching writing done by the teacher.

Therefore, the researcher applied clustering technique to solve these problems. The process from filling the cluster until wrote a simple recount text could improve the active participation and the writing achievement.

Clustering technique, one of the techniques in writing, can solve the problem in producing a simple recount text. Gerson and Gerson (1993:184) state that clustering technique is a great prewriting technique because it easily allows the writers to gather the ideas and organize the thoughts. Besides, Langan (2011:29) confirms that

clustering is another strategy that can be used to generate material for a text or paragraph. This method is helpful for people who like to do their thinking in a visual way. In clustering, the writers use lines, boxes, arrows, and circles to show relationship among the ideas and details that occur to the writer. By adding *what, where, when, who, whom,* and *how* in clustering technique, clustering technique can help the students produce a simple recount text.

In relation with the research on the clustering technique, Rahmawati (2010) conducted a study on the clustering technique through Classroom Action Research at SMPN 5 Tanggul. She conducted it in two cycles. The result showed that the clustering technique could improve the active participation of the students' and the students' means score. In the first cycle, the students who were active was 73, 80% and the mean score of the students was 69.26. Meanwhile, on the second cycle, the students who were active were 88.10% and the mean score was 72.29.

In addition, Yuliatin (2007) conducted a study on the mind mapping through Classroom Action Research. Mind mapping is similar with clustering technique. She conducted the Classroom Action Research in two cycles. The result showed that Mind Mapping could improve the result writing test and the active participation of the students. On the first cycle, the result showed that the mean score of the writing test of the students were 67.6 and the students who were active on the teaching process was 63.9%. On the second cycle, the means score of the writing test of the students were 74.3 and the students who were active on the teaching process was 83.3%. Based on the explanation above, it can be concluded that that clustering technique could improve not only the active participation of the students, but also the writing achievement.

Thus, a classroom action research entitled: *Improving the 8-A students' active participation and their recount text writing achievement by using Clustering Technique at SMPN 1 Tanggul* was conducted.

## Research Method

The reserach design that was used in this research was Classroom Action Research. This research focused on the 8-A students' active participation and thier recount text writing achievement of SMPN 1 Tanggul. This reserach ran in cycle model. Each cycle consisted of planning the action, implementing the action, class observation and evaluation, and reflection of the action

The area of this research was SMPN 1 Tanggul. The subejcts was chosen by using purposive method. The reason why SMPN 1 Tanggul was chosen was the headmaster's permission and the interviewing with the English teacher of SMPN 1 Tanggul showed that the 8-A students still had some difficulties and problems in writing recount text.

The subjects of this research were the 8-A grade class of SMPN 1 Tanggul in the 2013/2014 academic year. This class consisted of 33 students. Based on the interview, the teacher suggested the researcher to use the 8-A grade as the

research subjects. This class still had a problem in writing. Based on the preliminary study, the mean score was 46. It was still below the score minimum requirement (76). In addition, the writing score of this class was the lowest. It meant the 8-A grade of SMPN 1 Tanggul still needed improvement. Hence, they were selected as the research subject using Clustering technique.

There were two kind of data in this research. They were the primary data and the supporting data. The primary data was collected from the result writing test and the observation. The observation was used to get the result of students' active participation. The writing test was used to measure the students' ability in writing after getting treatment. In addition, the interview was used to get the data in preliminary study. Besides, the documentation was used to get the names of the subjects and the previous writing score in 8<sup>th</sup> grade students.

## Discussion

Based on the result of preliminary study, there were only about 50% students who actively participated in the teaching learning activity. After giving the action in the first cycle, the students' active participation average result was 60.55%. This result had achieved the target criteria of the research that was 60% of the students actively participated in the teaching learning process. Next, in the second cycle, the students' active participation average score was 72.93%. This showed that the students were more active in the teaching learning process. It could be concluded that the use of clustering technique could improve the students' active participation.

The result of observation also revealed that there were some students who directly wrote a recount text. The students just did the certain indicators (it could be Indicator 1, Indicator 2, or Indicator 3) and directly produced a recount text. In Meeting 1 of Cycle 1, there were 6 students who did the certain indicator and directly wrote a recount text. In addition, there were 6 students who did all indicators. In Meeting 2 of Cycle 1, there were only four students who directly wrote a recount text and did certain indicators (It could be Indicator 1, Indicator 2, and Indicator 3). In Meeting 1 of Cycle 2, there were 21 students who did all indicators. In Meeting 2 of Cycle 2 there were 21 students who did all indicators. This condition indicated that there were some students who chose to write a recount text directly. It revealed that the accomplishment of "Cluster" task had not gone in line with paragraph and text writing.

In addition, the students' writing achievement also had improved after applying the clustering technique. In Cycle 1, there were 45.45% or 15 students who got the score at least 55 or higher in the first cycle. This result had not achieved the target score. Next, in Cycle 2, there were 24 students or 72.77% who got the score at least 55 or higher. The result in Cycle 2 had achieved the target expected. It happened because the researcher made some revision,

especially in the process. It indicated that the use of the clustering technique could improve the recount text writing achievement.

In Cycle 1, there was a student who only wrote one sentence in writing test. This student got the lowest score in writing test of Cycle 1. It might happen because the student's ability was poor and the students often left the class in the middle of teaching learning activity.

Based on the explanation above, it proved that clustering technique could improve the' active participation and writing achievement student

## Conclulsion and Suggestion

Based on the data of analysis and discussion, it could be concluded as follows:

1. The use of clustering technique could improve the 8-A students' active participation in the classroom during the teaching learning process in writing recount text at SMPN 1 Tanggul. The improvement can be seen from the result of observation. In the first cycle, there were 60.55% students who actively participated in the teaching learning process. In addition, there were 72.72% students who actively took apart in the teaching learning process.

2. The use of clustering technique could improve the 8-A students' recount text writing achievement at SMPN 1 Tanggul. The improvement can be seen from each cycle. In the first cycle there were 15 students or 45.45% achieved the target minimum score that was 55. Meanwhile, in the second cycle, there were 24 students or 72.77% who achieved the target score. From this result, there was an improvement after being taught by using clustering technique.

In addition, by considering the results of the implementation of clustering technique in teaching writing that could improve the students' achievement in writing recount text and their active participation, some suggestion are proposed to the following people:

### 1. The English Teacher

It is suggested that the English teacher applies the clustering technique in teaching writing not only for teaching a recount text but also other genres of text. It is related to the fact that clustering technique can improve the students' achievement in writing recount text and their active participation in teaching learning process.

### 2. The 8-A students at SMPN 1 Tanggul

The students are suggested to practice writing using clustering technique a writing technique since it is able to be used as a guide to make a text from generating ideas up to making a text. Thus, they can produce a good text

### 3. The Future Researchers

The result of this research can be used as a source of information for the future researchers who want to conduct another research that deals with the improvement of writing achievement using clustering technique through

different research design on other genres of text in any level of classes.

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