



**APPLYING CLUSTERING TECHNIQUE TO GUIDE VOCATIONAL
HIGH SCHOOL STUDENTS PRODUCE GOOD-QUALITY RECOUNT
TEXT: AN ACTION RESEARCH**

THESIS

**Composed to fulfill one of the requirements to obtain S1 Degree at the English Education
Program, Language and Arts Education Departments, The Faculty of Teacher Training and
Education**

By

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DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, Poniman Rahmanto, and Sri Umi Indayanah.
2. My beloved brother, Satrio Arif Wibisono.



MOTTO

Writing is easy. All you do is staring at blank sheet
of paper until drops of blood form on your forehead.

(Gene Fowler)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is a result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

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First of all, I would like to thank Allah S.W.T, the Almighty, who gives me His guidance and blessing so that I can finish this thesis entitled “Applying Clustering Technique To Guide Vocational High School Students Produce Good Quality Recount Text”.

This thesis which would have never been finished without any support, suggestion, and guidance from other people. In the relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest thanks to:

- 1.The Dean of the Faculty of Teacher Training and Education, Jember University;
- 2.The Chairperson of the Language and Arts Education Department;
- 3.The Chairperson of the English Education Program;
- 4.The first and the second consultants, Dr. Budi Setyono, M.A., and Dra. Made Andayani T, M.Ed. for their guidance and suggestions for my thesis;
- 5.The first and second examiners of this thesis, Drs. Bambang Suharjito, M.Ed., and Asih Santihastuti, S.Pd,M.Pd. for their valuable guidance and contribution for the successful of this thesis improvement;
- 6.The school principle, the English teacher, and the students of SMK AL-Azhar Sempu Banyuwangi for giving me opportunity, help and support to conduct this research.

I hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and far from being perfect, therefore any suggestions and criticism will be fully appreciated.

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SUMMARY

APPLYING CLUSTERING TECHNIQUE TO GUIDE VOCATIONAL HIGH SCHOOL STUDENTS PRODUCE GOOD QUALITY RECOUNT TEXT; Reni Farisa Dewi; 120210401058; 42 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

It is believed that Clustering Technique could guide vocational high school students to produce good-quality recount text. This research aimed to: (1) guide students conceptualize their plan in the form of clusters before writing, (2) guide students draft their recount text assisted by the clusters they make before writing, (3) improve the quality of recount texts as indicated by the percentages of students attaining the score of 75 the end of cycle at SMK AL-Azhar Sempu, Banyuwangi.

The participants of this study were the students of X TKR 1 of SMK AL-Azhar Sempu, Banyuwangi. The design of this research was Classroom Action Research (CAR). The data collection method in this research used observation (field-notes), documentation (students' work artifact), and writing test.

The data which had been collected were analyzed qualitatively and quantitatively. The data from observation (fieldnotes) and documentation (students' work artifacts) were analyzed descriptively. Meanwhile, the data from writing test was analyzed quantitatively. The research could be said as successful if the percentage of students who could achieve 75 as standard minimum score were $\geq 75\%$.

The result showed that Clustering Technique could guide the tenth grade students produce good quality recount text. It is indicated by the results of fieldnotes, student work artifacts and interview analyses which proved that students could produce their writing plan in the form of clusters. From the clusters they created, they were able to draft and produce good recount text. At the end of the action research clustering technique could also prove that students' writing quality also improved from cycle one up to cycle two as indicated by the

percentages of students who attained the score of 75 at the end of cycle 2. The improvement was demonstrated by the increase of percentage of students who achieved 75 as standard minimum score in Cycle 1 which was 63.6% to 75.7% in Cycle 2.

In conclusion, Clustering Technique could guide the tenth grade students produce good-quality recount text at SMK AL-Azhar Sempu, Banyuwangi. It is suggested that the English teacher use Clustering Technique as a prewriting strategy in the teaching of EFL writing.

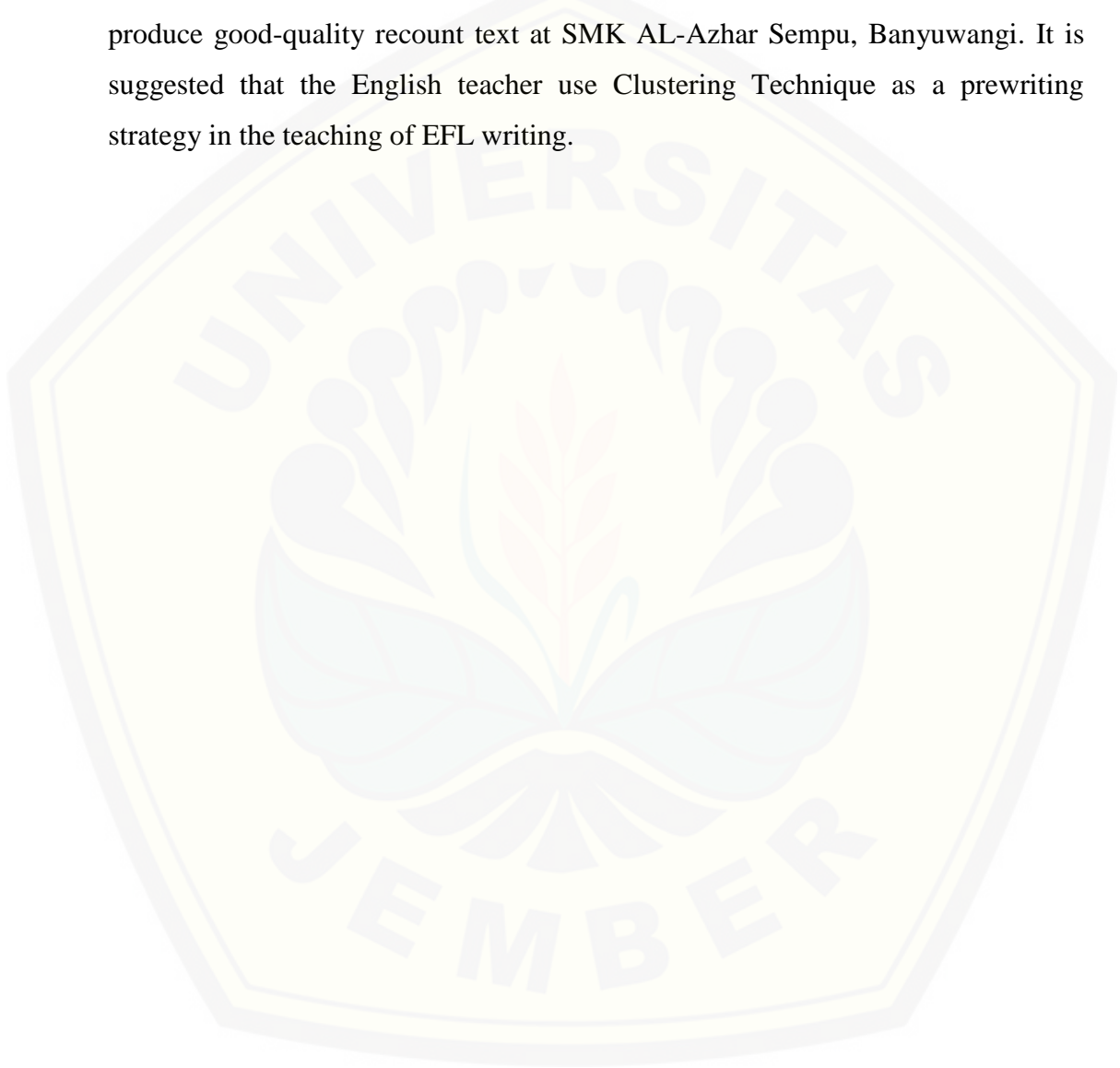


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CHAPTER I INTRODUCTION

This chapter presents some points related to the introduction of the research. It covers background of the research, problem of the research, and the contribution of the research.

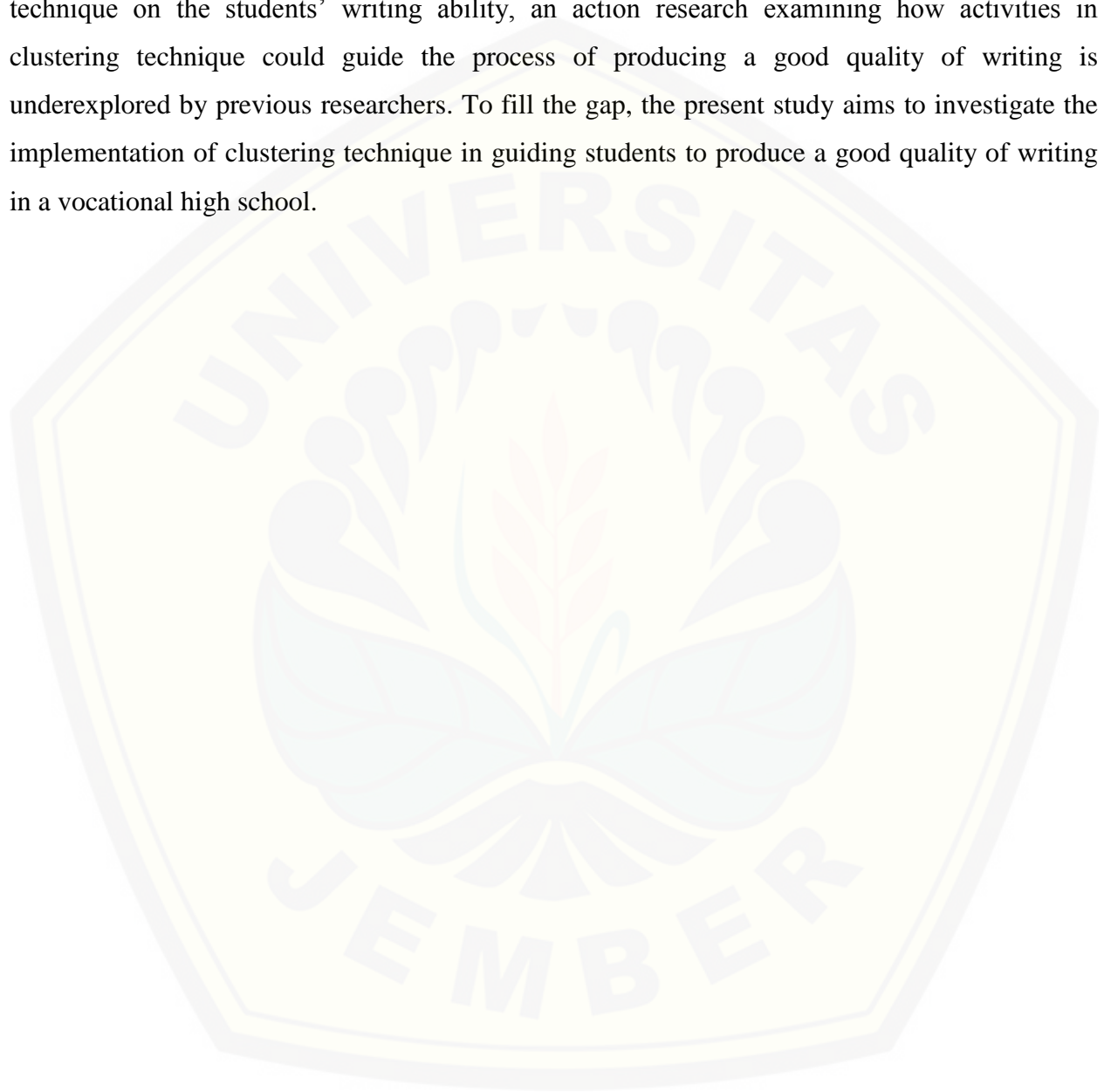
1.1 Background of the Research

In producing a good piece of writing, a competent writer will go through the process of planning, drafting, editing, and publishing the final work. Planning is a crucial step in writing because in planning students will conceptualize what to write. In planning, students choose words, develop ideas, and organize ideas following the generic structure of the text. Although planning is an important step in writing, this process is frequently neglected by the English teacher. Consequently, students are not used to making concepts before writing and lacked understanding on the writing process. In an attempt to help students understand the process of writing and write a good quality of recount text, the present study will examine the use of clustering technique in the teaching of writing for vocational high school students. Stanley, et.al (1992:234) states that clustering is the small term of brainstorming. In the same way, Carino (1991:16), clustering is similar to brainstorming in the way to begin writing with a board topic and to write down every idea as long as they are related to the topic. Moreover, Raimes (1999) adds that clustering technique is a visual way of generating and connecting ideas and can be done individually or in a grup. Clustering allows the writer to sketch the ideas freely and to see graphically the relationship between subpoints and components of an idea. In Clustering Technique Writing, This study will focused in using group writing to complete the task given on particular topic. In the process of completing group writing, the framework of writing was applied. Based on Harmer (2004), writing can be done on four processes; prewriting, writing, revising, and rewriting.

Three previous studies reviewed on the implementation of clustering technique in teaching writing were conducted locally. By applying experimental research, Afrilia (2011) and Dianita (2015) examined the effect of applying clustering technique on students' ability in writing analytical exposition and descriptive text. The findings revealed that there was a significant effect of using clustering technique on senior high school students' ability in writing analytical

exposition and descriptive text. By employing action research, Rahmawati (2010) who examined the use of clustering technique in teaching writing found that clustering technique could improve the student's achievement in writing a recount text.

Although three past studies reviewed indicate the positive contribution of clustering technique on the students' writing ability, an action research examining how activities in clustering technique could guide the process of producing a good quality of writing is underexplored by previous researchers. To fill the gap, the present study aims to investigate the implementation of clustering technique in guiding students to produce a good quality of writing in a vocational high school.



1.2 Research Questions

Based on the research background above, the research questions can be formulated as follows:

- (1) How does clustering technique assist vocational high school students conceptualize their plan before writing?
- (2) How does the clusters students make assist them to draft their recount texts?
- (3) How are the students recount text writing achievement at the end of each cycle?

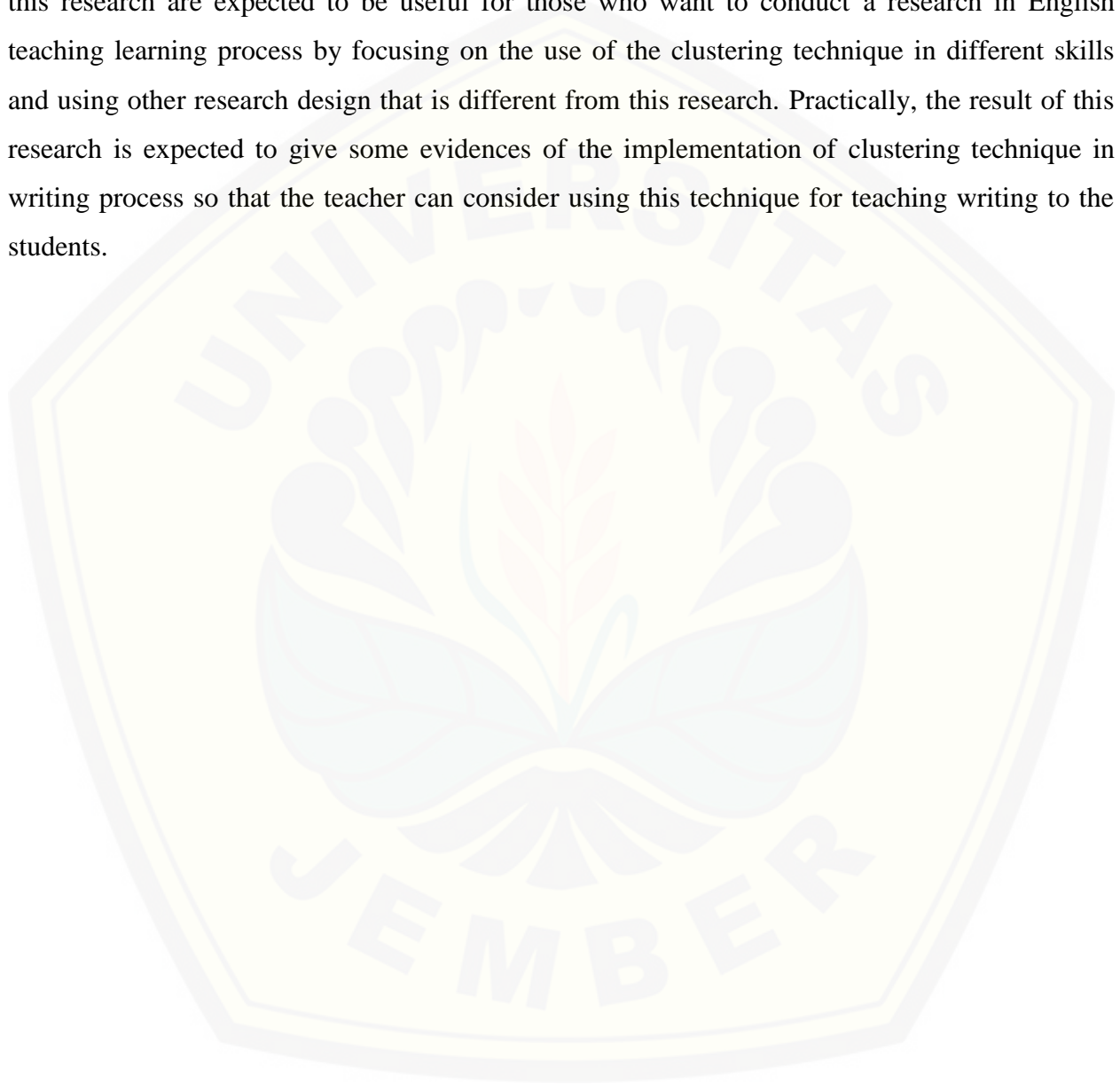
1.3 Research Objectives

In reference to the research questions, the present research aims to:

- (1) Guide vocational high school students conceptualize their plans in the forms of clusters before writing;
- (2) Guide students draft their recount texts assisted by the clusters they make before writing;
- (3) Know the students recount text writing achievement as indicated by the percentages of students attaining the score of 75 the end of cycle;

1.4 Research Contributions

The result of this research is expected to give theoretical, empirical and practical contributions. Theoretically, the findings of this research could measure the effectiveness of theory of clustering technique applied in the teaching of writing process. Empirically, findings of this research are expected to be useful for those who want to conduct a research in English teaching learning process by focusing on the use of the clustering technique in different skills and using other research design that is different from this research. Practically, the result of this research is expected to give some evidences of the implementation of clustering technique in writing process so that the teacher can consider using this technique for teaching writing to the students.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the theory related to teaching writing by applying clustering technique. This chapter presents the theoretical framework of clustering technique, conceptual review of implementing clustering technique in writing, and preview studies on clustering technique in teaching writing.

2.1 Writing as a Process

Writing, as one of the four language skills, is considered as a difficult skill because the writers should consider some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Moreover, writing might be the most difficult skill for non-native speakers because they have to master all elements above in making a written product. Meyers (2005:1) states that: “Writing is a way to produce language, which you do naturally when you speak. Writing isn’t much different, except that you take more time to think about your subject, the person or people you’ll be discussing it with, and the goal you hope to achieve in that discussion. And you also take more time to revise your work”.

Writing is considered as a difficult skill in learning and teaching English because in produce a good quality of writing, a writer needs a long process from generating ideas into making a final draft. The focus of teaching writing is to help students not only produce a text, but also generates and organize their ideas in writing. Writing is one of the important english language skills that must be mastered by student in teaching learning process. As stated by Wingersky,et.al (1999:3) writing well brings excellent achievement in school whether in writing essay, doing research papers, or taking essay examination. Ploeger (2000:xiii) adds that writing is discovering what the writer know and feel about something. And writing is communicating that knowledge to be readers. It means that writing can help the writers to express their thoughts and feeling to the readers. Further, Kellogg (2008:2) also confirmed that in writing, the ability to think and memorize is very important. Therefore, it can be concluded in writing the process of thinking and memorizing is very important to transcribe language into written text.

In addition, Frabman (1985:335) states that writing is a way of finding out the ideas as well as expressing them. It means that writing is an activity or a process discovering, organizing, and communicating the writers thought the readers by using word and symbols in the written form.

Based on the explanation above, it concluded that writing is the ability to construct words and thoughts to communicate with the readers in the written form. According to White & Arndt (1991, 11-37), generating ideas is a crucial part of the writing process. This is because it is very difficult to start the process of generate ideas. Therefore, the technique used to stimulate ideas is very important. White & Arndt adds, generating ideas draws from long term memory, knowledge, experiences, and beliefs. The goal of generating ideas to generate students interest and extract as many ideas for writing is possible.

A good writing should be composed carefully by considering the aspects of writing. These aspects also become the categories of evaluating writing. According to Jacob *et al* in Hughes (2003:104), the aspects of writing includes content, organization, grammar, vocabulary and mechanics.

Content refers to materials or topic discussed in writing. It is the information that the writer wants to deliver to the reader. Ur (1996) mentions that content presents details information or completeness. Completeness here means that the contents has sufficient information to give a clear explanation about the topic. The content of writing should be clear and have sufficient information of the topic because limited information of the topic might confuse the reader.

Organization refers to the ability of presenting ideas of writing logically ordered. A writter should know how to arrange their ideas into paragraphs and arrange them in a way that make sense to the reader. According to Rosen and Behrens (2000:119), well organized writing should be united and coherent. Unity means that ideas in the paragraph focus on one topic and followed by supporting details of the topic. Coherence means how well sentences in a paragraph are held together. Setiawan (2002:121) says that a paragraph must have a coherence that is a logical arrangement and smooth flow. Bram (1995:22) says that a coherent paragraph consists of interrelated sentences which move in such a smooth way to one for the other. To produce a coherent paragraph needs transitional words, such as ; after, however, than, next and finally.

Grammar is one aspect that everyone must know in learning english. It is necessary to concern this aspect in writing. According to Kane (2000:13), grammar refers to the rules that structure the language. These rules help writers to write sentences that are meaningful and acceptable for the readers. In English, those rules called as tenses which there are sixteen of them. In this research, students used simple past tense in writing a recount text.

Learning a language should deal with the knowledge of vocabulary or words. Wilkins in Thornbury (2002:13) stated, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary is basic knowledge for students in learning writing. It occurs as the element that helps communication. This is important since the vocabulary that is used influence the meaning or the message of the writing to the reader. It means that a writer should has vocabulary mastery and consider the word choice of his writing.

Mechanic refer to punctuation and spelling. Mechanical skill is the ability to use a variety of devices in writing. The use of mechanical skill in writing is very important because it can help the readers to understand the message of the writing. A good writer should be able to use appropriate punctuation. Clear punctuation can make writing be clear and easy to read. There are some punctuation marks that are stated by Straus (2008:52), including periods (.), ellipsis marks (...), commas (,), semicolons (;), colons (:), question marks (?), exclamation points (!), quotation marks (“...”), parentheses ((...)), apostrophes (‘ s), hyphens (-), dashes (-). Capitalization refers to the use of capital letters in the beginning of sentences, proper noun, title, department, and so forth.

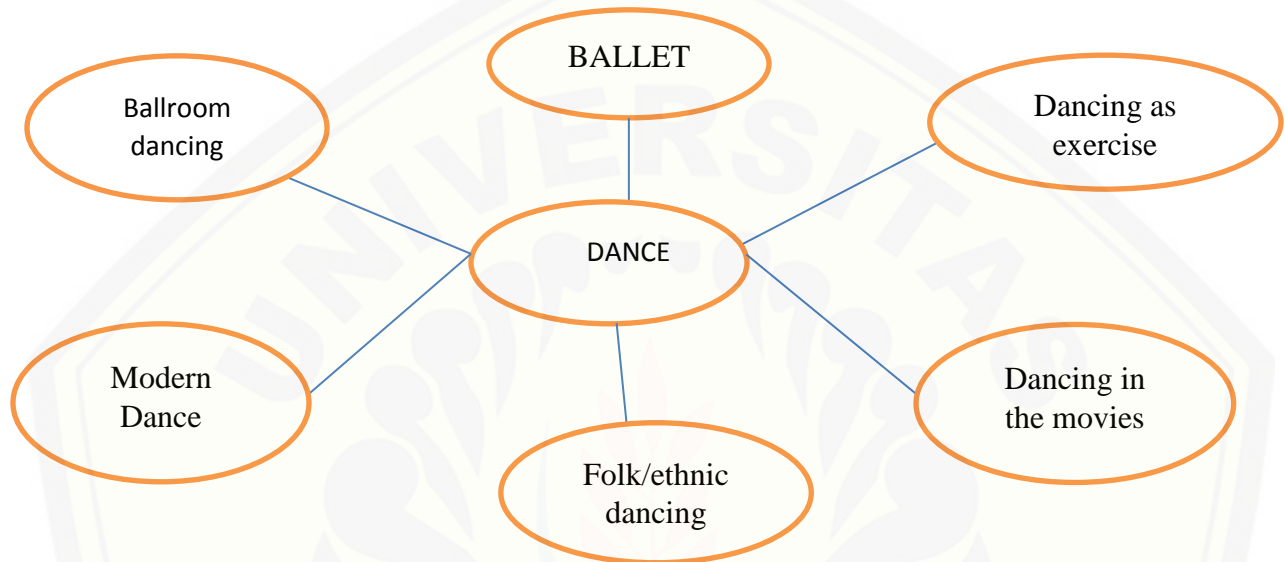
2.2 Creating Writing Plan Through Clustering Technique

Clustering has different meanings according to some different authors. However, basically they have the same point or concepts. Some author such as Boaiarsky (1993), Brannan (2003), Carino (1991) call this concept as clustering. Langan (2011:28) said that clustering involves the use of lines, boxes, arrows, and circles to show connection of the ideas and details. Therefore, when students make their idea by using those lines, boxes, arrows and circles, they create a concept of writing. Next, White and Arndt (1991) explain this concept as spidergram. Roberts (2004:25) stated that clustering helps students group the ideas as they are connected each other by grouping the ideas in a graphic design. From all the terms above, it can be assumed that clustering is also known as mapping, webbing, data webs, mind mapping, diagraming, and spidergram. It can be used as a technique in teaching.

From the ideas above, it concluded that clustering technique is one of prewriting techniques that is useful to help the students to produce a good quality of writing. It is also interesting because it provides visual representation of the ideas, so the students can see the relationship

between the ideas and the details clearly. In this research, the term clustering used as prewriting activity.

There were some steps in creating clustering. It is presented in different ways by different experts. The example below explains about Dance. The board subject is dance. Then, it is developed by adding the details around the subject. The details are *ballet*, *dancing as exercise*, *dancing in the movies*, *folk/ethnic dancing*, *modern dance* and *ballroom dancing*.



(Adopted from: Buscemi, 2002:14)

2.3 Clusters : Writing Plan Guiding Students to Produce a Recount Text

In 2013 Curriculum of English for vocational high school, there are several types of genres stated which are given according to its level and semester. In this research, a recount text is chosen as one of the genres. This type of text is taught in vocational high school at the tenth grade level. A recount text is a text that tells the reader about a story, action, or activity. Its goal is to entertain or inform the reader. Additionally, Widiati *et.al* (2008:29) state that a recount text is a text that tells about what happened in the past. Its social function is to retell events for the purpose of informing and entertaining. Similary, Priyatna *et al.* (2008:69) say that a recount text tells what happened.

The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequences of events, all of which related the occasion. It also has the expression of attitude and feeling. From those explain, it can be assumed that a recount text is

one of the text types that are taught in vocational high school that describes about the writer's experience and feeling that happened in the past. A recount text has the generic structures and the language features. According to Wardiman *et al.* (2008:61), the generic structure of recount text are orientation, events, and reorientation. Besides, there are also the language features of a recount text. As Priyatna *et al.* (2008:69) note that the language features of a recount text are the use of nouns and pronouns to identify people, animals or things involved.

For this research, the clustering technique used in produce a good quality of writing in recount text. It can to stimulate the students creativity to develop and organize their ideas to write a recount text easily. It applied in the prewriting stage. The teacher introducing this technique to the students and guide them to create clustering during the teaching and learning process before they ask to write a recount text. In this research, the steps for how to teach clustering technique to produce well organized recount text were as follows:

Prewriting

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

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.

Step 3: Teacher will form small groups consisting 5 to 6 students in each group. Students spend some time to develop ideas based on the topic given by the teacher in the form of cluster. The topic will be about their holiday. In this prewriting, students in each group have to write the cluster design in order from one student to another student, they will write their idea in circle one to another circle that must connection based on the subtopic. At this point, the student has an opportunity not only to generate ideas but also to review vocabulary and language patterns.

Drafting

Step 4: Students need to draft their writing based on their cluster during prewriting stage. Together, they will organize their ideas into draft without deeply thinking about the mechanics of writing.

Editing

Step 7: This session helps the students identify aspect of their writing which are particularly effective as well as those which need further word. After that, the teacher will check student's draft whether student's should correct some mistakes or add more information. The student's should do some correction or adding information based on the notes that are given. The draft is to be edited based on the note(s) that is given by teacher.

Publishing

Step 8: It is time for incorporating suggestions from peers and the notes that have given by the teacher for producing a final product. At this point students should be urged to produce their best possible work, the most effective and correct piece of writing they can manage. Lastly, the final product of recount text will be submitted.

In this research. The clustering was designed based on the text type. Clustering helps students to write various ideas and details related to one another. Langan (2011:28) noticed, "There is no right or wrong ways of clustering or diagramming". It means that there is no standard steps in creating clustering. Besides, it shows that there is no limitation and judgment to the ideas. So, it can be modified based on the generic structure of a recount text. For this research, there are some steps in creating clustering for writing a recount text as follows:

1. Write a topic in a circle or box in the center of paper.
2. Draw three circles or boxes around the topic.
3. Write the subtopics in each circle. The subtopics are Orientation, Event, and Reorientation.
4. Connect the subtopics and the topic with lines.
5. Draw the other circles or boxes and lines as the supporting details related to those three subtopics.

The following figure is the example of making clustering based on the generic structures of recount text:



The example of the clustering above explains about going to the beach. The topic is Day at The Beach. It is developed by the subtopics and the supporting details of the subtopics that are placed in the circles around the topic. For example the subtopic Orientation, the supporting details are by motorcycle, last week, and my friends and I. To show the relationship among the topic, the subtopics and the supporting details, they are connected with line.

2.4 Previous Studies on the Use of Clustering Technique

Some previous studies were conducted on the implementation of clustering technique in writing. Salam (2010) conducted an experimental research on different level of students. In his experimental research, he implemented the use of clustering technique to improve student's ability in the creative writing skill. The results showed that there was a significant effect of using clustering technique on the students' ability in the creative writing skill for the sixth grade students primary school.

Another researcher was Zetira (2015) who implemented quasi-experimental design. The result showed that there was a significant effect on the student's writing skill of descriptive text. A previous study concerning the clustering technique was conducted by Fahmi (2009) in a Classroom Action Research. The result showed that the clustering technique could improve the student's achievement in writing a descriptive text. A similar research was conducted by Nindi (2018). She conducted a classroom action research by using clustering technique. The result showed that the clustering technique could improve the student's achievement in writing a recount text. Putri (2011) conducted an experimental research by using the clustering technique at SMPN 2 Cluring Banyuwangi. The result of the research showed that there was a significant effect on the eight grade student's writing achievement by using the clustering technique.

Based on the results of reviewing previous studies, it is concluded that clustering technique is an effective strategy to assist students write English texts. To know and confirm the contribution of clustering technique in the teaching of writing, the present study focuses on examining the use of clustering technique in assisting vocational high school students to produce a well-organized recount text through classroom action research. There are some differences between the previous researches and the present study. By applying experimental research, Salam (2010) examined the use of clustering technique to improve student's ability in the creative writing skill. The findings revealed that there was a significant effect of using clustering technique on the students' ability in the creative writing skill for the sixth grade student's primary school. And, the second researchers used a quasi-experimental design. In addition, clustering technique gives significant improvement on the students' writing achievement and students' motivation. By employing action research, Fahmi (2009) who examined the use of clustering technique in teaching writing found that clustering technique

could improve the student's achievement in writing a descriptive text. Of the four studies reviewed, they were conducted at the different levels. In Indonesian context, a study on group writing in different levels of education has not been explored yet.



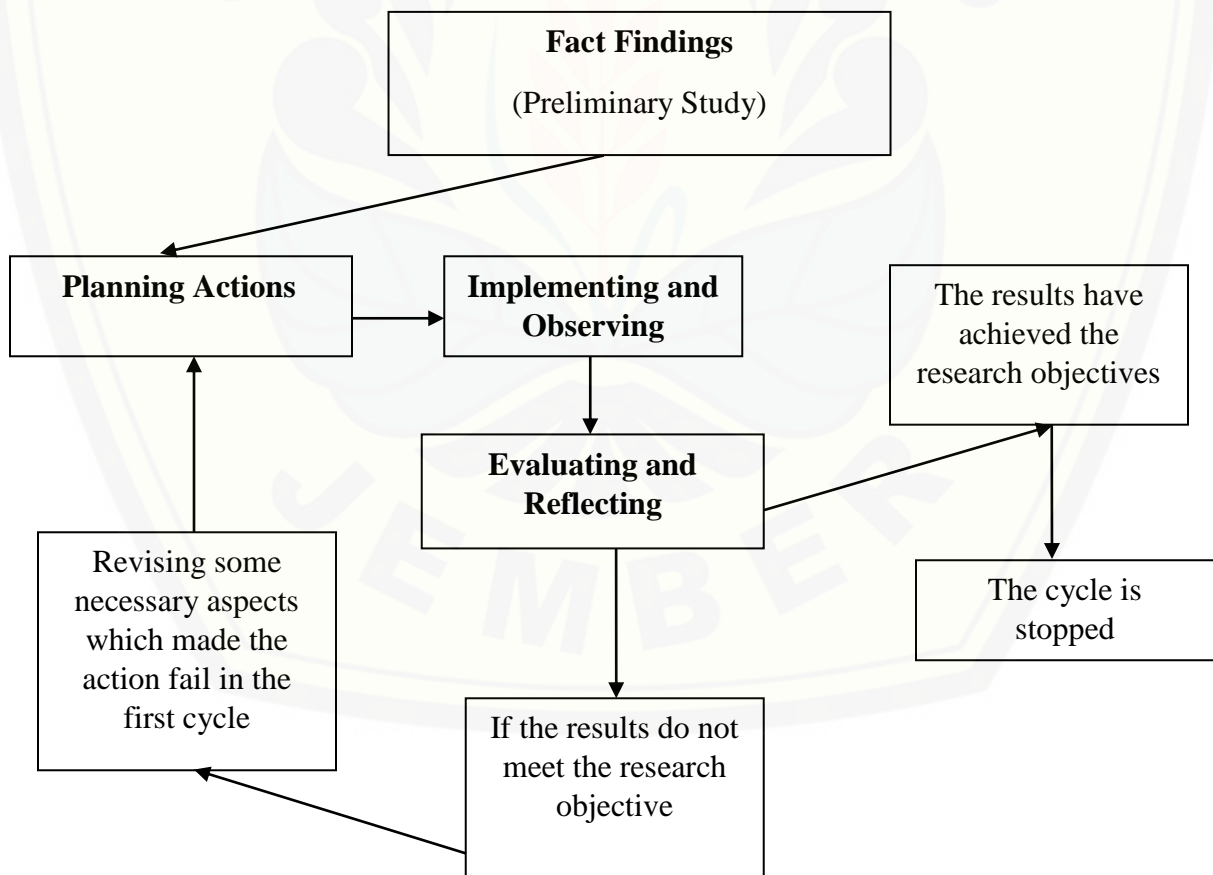
**CHAPTER III
RESEARCH METHODOLOGY**

This chapter discussed the selection of research design, research context, research participant, action design, data collection method, and data analysis method.

3.1. Research Design

This research was intended to help vocational high school students produce a well-organized recount text by using clustering technique. Therefore, this research designed as classroom action research (CAR). This CAR follows the steps of fact findings (preliminary study), planning, implementing and observing, reflecting (Elliot, 1991). The design of this research was illustrated in the following diagram:

Figure 3.1: The design of action research



(Adapted from Lewin, in Elliot (1991:70))

Based on the picture above, this action research follows the following steps:

1. Fact findings or preliminary study is the step to identify and determine students' in producing a good quality of writing. It was conducted by interviewing the tenth grade English teacher to find out information about students' current problems in writing.
2. Planning is the step to prepare the lesson plans for the teaching of recount text through clustering technique in the first cycle (meeting one and meeting two). The preparation includes selecting and determining teaching materials, designing learning tasks for clustering technique, preparing observation instruments and writing test.
3. Implementing and observing is the step to implement action plans based on the lesson plan 1 and 2 in the first cycle. In this step, observation will be conducted to monitor the process of implementation and collect the data about the problems in implementing lesson plan 1 and lesson plan 2. The next is conducting writing test after the action given in first cycle. The next step is analyzing the results of the test in first cycle by using percentage formula.
4. Evaluating and reflecting is the step to conduct writing test after actions given in the first cycle. Having analyzed the results of observation and writing test, reflection on action in the first cycle is conducted. In reflection, it was identified the extent to which the actions are successful in helping students to produce good recount texts and to know students' scores in writing recount texts. The second cycle continued if the implementation in cycle one can be maximized, the number of students who get better scores increase, and the time permitted to continue the actions in this school.

3.2. Research Context

This study was conducted at one of Vocational High Schools in Banyuwangi. The main reason why the researcher chooses this school because the student's in this school has problems in writing. In addition, Clustering Technique had never been applied in this school. This school implemented English Curriculum 2013 which requires English teachers teach English 4x40 minutes in a week or 2x40 minutes in each meeting. But when I conducted this research, the school implemented 3x80 minutes in a week or 2x40 minutes in each meeting. Because this vocational high school applied system block or in order. Especially for the english subject in this school learned these subject in three times for a week. This school implemented block system for

3 months because students must focus more on productive subjects because they will be PSG or assessment of productive practices. So that English, Indonesian, mathematics subjects were only taught three times in a week, and for six times in a month. Lastly, the school principle and the English teacher had given permission to do a research in applying clustering technique to produce a good quality recount text.

3.3. Research Participants

The participants of this study were the tenth grade students of a vocational high school in Banyuwangi (SMK AL-AZHAR SEMPU). The English teacher asked the researcher to choose the tenth grade of TKR 1 as the research participants because students in this class were identified to have difficulties in applying grammatical rules in writing, in selecting appropriate vocabulary in writing, and in producing a well-organized text. The students were not familiar with the process of writing because they have never been applied technique in writing. Therefore, students need guidance from the teachers in order to know the process of producing a good piece of writing. The quality of students writing was also below standard score level in this school is 75.

3.4. The Intervention Design of Teaching Recount Text via Clustering Technique

This research focused on guiding students to produce a well-organized recount text. There are two types of recount text, personal recount and historical recount. Personal recount text is a text which tells about personal experience and it only has influence to one or few people, while historical recount has wider influence to more people. For this research, students focused on writing their personal experience. This material was taught in 2 meetings (80 minutes for each meeting). The teacher explained the steps to produce recount text by using clustering technique on the whiteboard.

There are 4 steps in writing: prewriting, drafting, editing and publishing. In prewriting, teacher was form small groups consisting 5 to 6 students in each group. Then, the students started to make a plan in the form of cluster based on the topic given by the teacher. The topic was about holiday. In this prewriting, students in each group wrote the cluster design in order from one student to another student, they wrote their idea in circle one to another circle that must connection based on the subtopic. After finishing the prewriting step, they moved to make a draft

based on the cluster they made. Together, they organized those ideas into draft. After that the teacher checked the draft and given notes about the students' draft, whether there were things that should be corrected or added in the text. After that, the draft returned to student to be edited based on the note(s) that was given by teacher. And finally, the text was submitted. After doing clustering writing activity in group, students given writing test to know students achievement in writing recount text. The students asked to write their unforgettable bad experience by using clustering technique, but the test was done individually.

3.5. Data Collection Method

This data collection method session delivered the method used by the researcher in gaining the data for the research.

3.5.1 Observation

Observation was used to collect data about: (1) how clustering technique assists vocational high school students conceptualize their plan before writing, (2) how the clusters students make assist them to draft their recount texts, and (3) how students recount text writing achievement at the end of each cycle. During the observation, the English teacher and the researcher make notes (*fieldnotes*) that illustrate how students conceptualize their plan before writing, how clusters students make assist them to draft their recount texts. These fieldnotes were checked at home to see if there are some missing data. Observation was conducted in meeting one and meeting two in the first cycle.

3.5.2. Documentation

Besides observation, documentation method was used. Documentation method used to collect the data from students' work artifacts (such as outlines, writing drafts, revised versions of their writing, the final product of students' writing). These data expected to strengthen and complete information from observational data.

3.5.3. Writing Test

To know students' achievement in writing recount text, writing test given at the end of cycle. In constructing and conducting the test, researcher considers about reliability and validity of the test. Luo (2015) stated that the test should be relatively consistent, so that we can gain the information about the competence we want to measure. If the inconsistency of scores is occurs in the test, then it can be said that the test is not reliable enough. There are some aspects that can be done to avoid the inconsistency of the test score. Hughes (in Luo, 2015) said that giving a clear task instruction is one of the aspects which should be done in order to make the test reliable. For the validity of the test, the researcher used content validity.

In writing test, students have to write a recount text about their unforgettable bad experience based on the cluster they made. The text consists of 20 sentences for three paragraphs. The students have to do the writing test in 65 minutes. Dealing with the way of scoring, this research used analytical scoring method to evaluate the students writing test results. Hughes (2003:100) says that analytical scoring method is a method that requires a separate score for each of a number as the aspect of the task. It means that analytical scoring method is a method that scores each aspect of the students writing separately. There are five aspect of writing that was scored analytical, they were grammar or language use, vocabulary, mechanic, content, and organization. The analytical scoring will be explained in the following table:

The Scoring Criteria of the Students' Writing

ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of opinion very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical Sequencing
	1	VERY POOR: no organization, incoherent

VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
LANGUAGE USE	5	EXCELLENT: no error, full control of complex structure
	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation

Score: Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= Total
x 100=

25

(Adapted from Anderson in Hughes, 2003 :101 – 102)

3.6. Data Analysis Method

The qualitative data from observation and students' work artifacts were analyzed qualitatively. They were categorized into three groups of data, i.e., (1) the data related to how to assist vocational high school students conceptualize their plans in the forms of clusters, (2) the data related to how clusters students make assist students draft their recount texts. Then, the data were interpreted to know the patterns in the data. Finally, the findings were reported descriptively.

The quantitative data, i.e., the scores of students' writing test were analyzed statistically to know the number of students who achieved the standard minimum score of the school which is 75. The research can be concluded as successful if the percentage of students who achieve the minimum score in writing test is $\geq 75\%$. The researcher use the formula adapted from Ali (1993: 186) and explained below:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E : The percentage of students who achieved ≥ 75 as standard minimum score
- n : The total number of students who achieved ≥ 75 as standard minimum score
- N : The total number of students as the subjects

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research and some suggestions for the students, the English teacher, and future researcher. Each point is presented respectively in following section.

5.1 Conclusion

Based on the result of data analysis and discussion, it is concluded that the implementation of Clustering Technique could guide the tenth grade students produce good quality recount text. The result of observation showed that Clustering Technique gave students some contributions to conceptualize their plan to produce good quality recount text. By giving the model of cluster and group activity, it made it easier for students to conceptualize their plan via clustering. The clusters they produce together with group work could also facilitate students to produce good-quality recount text. During group work, high achievers in each group could play an important role in helping other group members to check the whole aspects of writing (mechanical errors, organization, and contents). The result of writing test also proved that clustering technique could improve students' writing achievement. It was indicated by the number of students who got score ≥ 75 in cycle 1 from 63.6% students increased up to 75.7% students who could achieve the score ≥ 75 in cycle 2.

5.2 Suggestion

Considering the result of this classroom action research which showed that the implementation of Clustering Technique could guide the tenth grade students produce good-quality recount text at SMK AL-Azhar Sempu Banyuwangi, some suggestion were proposed to the English teacher and future researcher.

1. The English Teacher

It is suggested that the English teacher use this technique in teaching writing. In implementing this technique, the English teacher is suggested to apply the process approach in teaching writing that consists of the process of planning, drafting, revising and publishing.

2. Future Researcher

The result of this action research could inspire the future researcher in conducting similar research by implementing clustering technique in the teaching of other genres of texts. In addition, the use of experimental design comparing the effectiveness of clustering technique and other types of pre-writing techniques can be conducted in different research settings and different levels of education.

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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypotesis
Applying Clustering Technique To Guide Vocational High School Students Produce Well-Organized Recount Text	<ol style="list-style-type: none"> 1. How do clustering technique assist vocational high school students conceptualize their plan before writing? 2. How do the clusters students make assist vocational high school students to draft and revise their recount texts? 	<ol style="list-style-type: none"> 1. Independent Variable: The use of clustering technique to guide students produce well-organized recount text. 2. Dependent Variable: Students' guide of clustering technique produce well-organized recount text. 	<p>The process to guide students produce well-organized recount text. The aspects of the process to be evaluated are:</p> <ol style="list-style-type: none"> a. Guide vocational high school students conceptualize their plans in the forms of clusters before writing. b. Guide students draft and revise their recount texts assisted by the clusters they make before writing. 	<ol style="list-style-type: none"> 1. Subjects: The 10th Grade Student of SMK AL-AZHAR 2. Informant: The 10th Grade' English Teacher of SMK AL-AZHAR. 3. Documents: - The previous writing scores of the 10th grade students of SMK AL-AZHAR. 	<ol style="list-style-type: none"> 1. Research Design Classroom action research with the cycle mode. The stages of each cycle: <ol style="list-style-type: none"> a. The planning of the action. b. The implementation of the action. c. Class observation and evaluation. d. Data analysis and reflection of the action <i>(Adapted from Elliot, 1991:70)</i> 2. Data Determination Method: Purposive Method 3. Subject Determination Method: Purposive Method 4. Data Collection Method: <ol style="list-style-type: none"> a. Observation b. Documentation is in the form of writing task 	Clustering technique can guide the tenth grade students produce well-organized recount text.

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypotesis
	<p>3. How do the quality of recount texts produced by vocational high school students at the end of each cycle?</p>		<p>c. Know the quality of recount texts as indicated by the percentages of students attaining the score of 75 the end of cycle.</p>		<p>5. Data Analysis Method</p> <p>a. To find the percentage of the students who apply clustering technique to guide students produce well-organized recount text, the researcher uses this following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Note:</p> <p>E = The percentage of students' writing process.</p> <p>n = The total number of the students who fulfill the criteria.</p> <p>N = The total number of the students.</p> <p><i>(Adapted from Ali, 1993:186)</i></p>	

APPENDIX B : Data Collected in the Preliminary Study**The results of interview**

Interviewee : Diyah Siswinarah, M.Pd.
 Interviewer : Reni Farisa Dewi
 Day/ Date : Monday / December, 4st 2018
 Place : SMK Al-Azhar

No	Interview Questions	Teacher's Answer
1	What curriculum do you use in teaching English?	I use the 2013 curriculum.
2	How many times do you teach English in each class in a week? How long does each meeting last? How many students are there in your class?	I teach English 4x40 minutes in a week or 2x40 minutes in each meeting.
3	What books do you use to teach English to the tenth grade students?	When English Rings a Bell published by Depdiknas.
4	What writing materials do you usually use?	I usually use type of texts such as Descriptive, Recount, and Narrative text.
5	How many classess are there in each grade of SMK Al-Azhar ?	There are five classess in each grade. Therefore, there are fiveteen classess in this school. I teach tenth grade students.
6	Which class has the most difficulty on the tenth grade?	X TKR 1
7	What kinds of problems do you think the students have in writing achievement?	The students had difficulties to begin writing. Besides about the vocabulary, they are confused by the idea, topic or what content they should write. So, they got low score in writing test.
8	Have you ever applied clustering technique to teach teach writing to your students?	No, I have not. I only use the textbook from the government. I agree if you want to conduct this technique. I think the students can cooperate with others and it will be motivate to study english especially in writing. And i hope with this classroom action research, my students will be more active and so they can improve their score.
9	What do you think about your students' writing achievement so far?	Generally the students' writing achievement is still low especially in class X TKR 1. In this class, only 3 students gain the standard score of 75 of writing achievement set in this school and their mean score is only 65,7.
10	How do you usually teach writing skill to the students?	Lecturing method by giving questions and answers.

APPENDIX B**LESSON PLAN CYCLE 1
MEETING 1**

School	: SMK Al-Azhar
Subject	: English
Grade/Semester	: X/2
Language Skill	: Writing
Type of text	: Recount text
Theme	: Holiday
Time Allocation	: 2 x 40 minutes

A. Core Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Showing grateful for the opportunity of learning English by following all the teaching and learning process well. 1.1.2 Showing seriousness and enthusiasm in the teaching learning process.
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Being honest in doing individual work. 2.1.2 Being disciplined in doing task. 2.1.3 Showing responsibility, caring, willingness to cooperate in doing the tasks.
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.	3.9.1. Mentioning the social function, generic structures, and language features of recount text. 3.9.2. Explaining the social function, generic structures, and language features of recount text.
4.14 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.14.1. Producing a concept in the forms of clusters before writing a recount text. 4.14.2. Drafting a recount text. 4.14.3. Producing a good quality recount text.

C. LEARNING OBJECTIVES

1. Students will be able to show grateful for the opportunity of learning English by following all the teaching and learning process well.
2. Students will be able to show seriousness and enthusiasm in the teaching learning process.
3. Students will be able to be honest in doing individual work.
4. Students will be able to be disciplined in doing task.
5. Students will be able to show responsibility, caring, willingness to cooperate in doing the tasks.

6. Students will be able to mention and explain the social function, generic structures, and language features of recount text.
7. Students will be able to produce a concept in the forms of clusters before writing a recount text.
8. Students will be able to develop the concept in the forms of clusters into a draft of recount text.
9. Students will be able to produce a good quality recount text.

D. LEARNING MATERIAL

Learning materials are enclosed.

E. LEARNING APPROACH

Approach : Process approach

Technique : Clustering Technique

F. Teaching Activities

Skill: Writing

Activity	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. Teacher greets the students using English in order to create english environment. 2. Teacher asks the students to pray before starting the lesson. 3. Teacher checking the attendance's list. 4. Stating learning objectives. 	10'
Main Activities	<p>Pre writing</p> <ol style="list-style-type: none"> 5. Teacher gives leading questions. 6. Teacher explains briefly about recount text and gives an example of the text. 7. Teacher introduces 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. 	65'

	8. Teacher will form small groups consisting 5 to 6 students in each group. Teacher asks each group to make a concept in the forms of clusters before writing. In this case, the teacher will ask each group to write their trip during the holiday with their friends.	
	Drafting 9. Teacher asks the students to organize the idea in their cluster that they have made into text.	
	Editing 10. Teacher will check students text and give some notes whether students should correct some mistakes or add more information. The draft to be edited based on the note(s) that is given by teacher.	
	Publishing 11. After adding some information and doing some correction on the text, finally teacher asks the students to submit their final recount text.	
Closing	12. Teacher reviews the material together with students. 13. Teacher assigns students to find some other examples of recount text. 14. Parting the groups.	5'

G. MEDIA and SOURCE

1. Media : Whiteboard
Student's Worksheet
2. Source : -

H. Assesment : Scoring criteria

ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of option very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
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	4	GOOD: fairly well organized and generally coherent
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VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
	5	EXCELLENT: no error, full control of complex structure

LANGUAGE USE	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= Total x 100= 25		

(Adapted from Anderson in Hughes, 2003 :101 – 102)

LEARNING MATERIAL

(Cycle 1/ Meeting 1)

1. Introduction

Leading Questions:

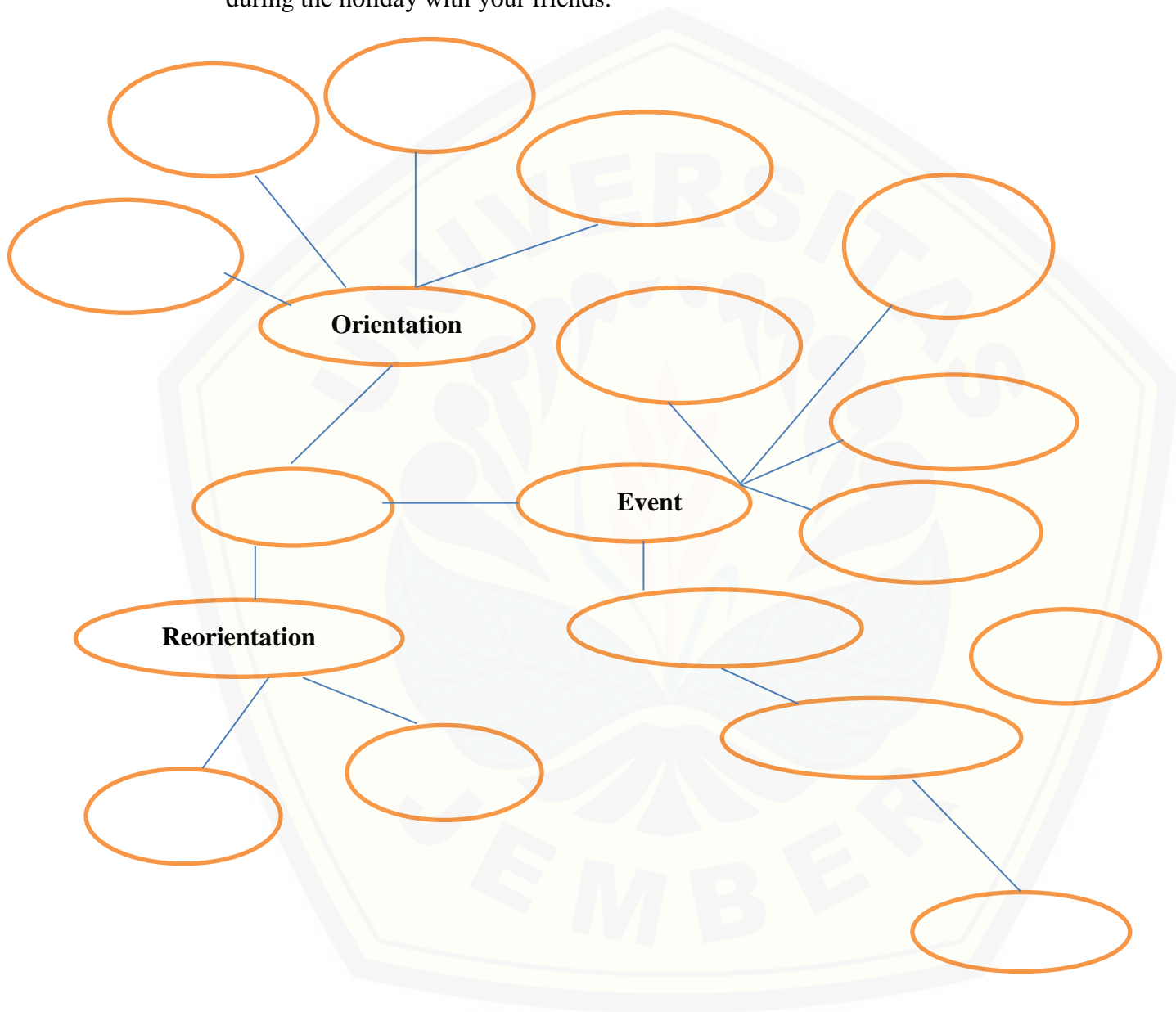
- a. Do you have any experience during your last holiday?
- b. What activity did you do to spend your holiday?
- c. Was it amazing?

2. Main Activity

- a. The definition of recount text is a kind of texts which tells about something that happened in the past.
- b. The social function of recount text is to retell about past experience or something happened in the past.
- c. The generic structures of recount text is:
 - Orientation : tell about the background of event
 - Event : tell about the activity
 - Re-orientation : tell about the ending or the expression towards the event
- d. Language Features:
 - Adjective: to build writer's expression towards the place, people, things, or events in his/ her experience. For example; beautiful, amazing, crowded, etc.
 - Time connectives: to sequence through time. For example; after that, then, firstly, etc.
 - Past tense: to express something that happened in the past

STUDENTS' WORKSHEETS

1. With your group, please write your concept in the forms of clusters based on the trip during the holiday with your friends.

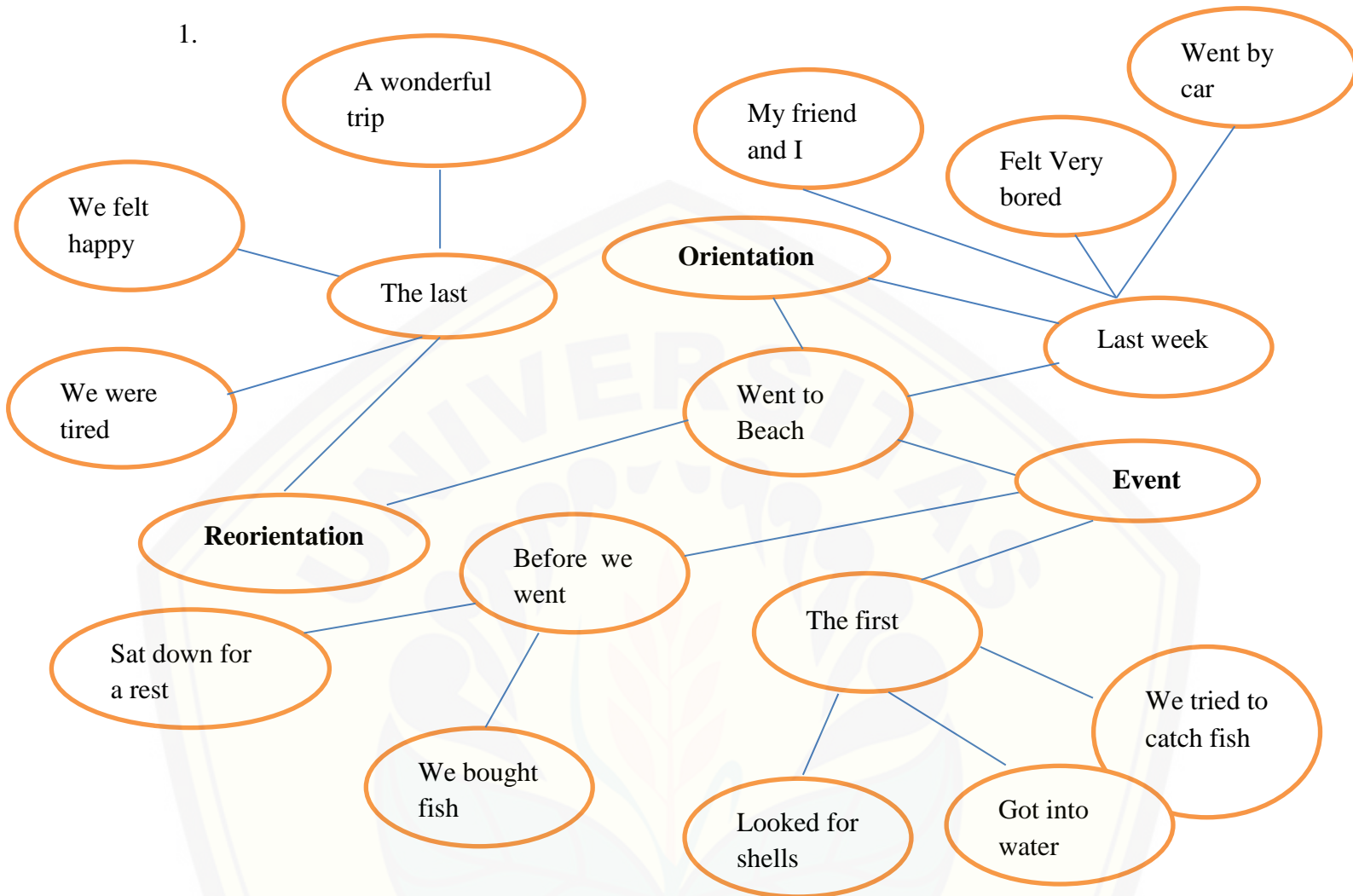


2. Draft a recount text based on the cluster that you have made with your group.



Answer key

1.



2.

Going to the beach

Last week, my friend and I felt very bored after one week of holiday. So we went by car to the beach. It's only five kilometers from my house.

First, we parked our motorcycle at parking area. After that, we enjoyed the beautiful scenery. The beach was very beautiful. We looked for shells. Then, we got into the water and tried to catch some fish. After that we sat down for a rest. Before we went home we bought some fish from the fishermen. And then, we were hungry. So we bought some snacks in the market. We had lunch at market canteen. The food was delicious. Before we went home, we took some photographs.

We were very tired but we felt happy. It was a wonderful trip for me.

APPENDIX C

LESSON PLAN CYCLE 1

MEETING 2

School	: SMK Al-Azhar
Subject	: English
Grade/Semester	: X/2
Language Skill	: Writing
Type of text	: Recount text
Theme	: Holiday
Time Allocation	: 2 x 40 minutes

A. Core Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Showing grateful for the opportunity of learning English by following all the teaching and learning process well. 1.1.2 Showing seriousness and enthusiasm in the teaching learning process.
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Being honest in doing individual work. 2.1.2 Being disciplined in doing task. 2.1.3 Showing responsibility, caring, willingness to cooperate in doing the tasks.
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.	3.9.1. Mentioning the social function, generic structures, and language features of recount text. 3.9.2. Explaining the social function, generic structures, and language features of recount text.
4.14 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.14.1. Producing a concept in the forms of clusters before writing a recount text. 4.14.2. Drafting a recount text. 4.14.3. Producing a good quality recount text.

C. LEARNING OBJECTIVES

1. Students will be able to show grateful for the opportunity of learning English by following all the teaching and learning process well.
2. Students will be able to show seriousness and enthusiasm in the teaching learning process.
3. Students will be able to be honest in doing individual work.
4. Students will be able to be disciplined in doing task.
5. Students will be able to show responsibility, caring, willingness to cooperate in doing the tasks.

6. Students will be able to mention and explain the social function, generic structures, and language features of recount text.
7. Students are will be to produce a concept in the forms of clusters before writing a recount text.
8. Students will be able to develop the concept in the forms of clusters into a draft of recount text.
9. Students will be able to produce a good quality recount text.

D. LEARNING MATERIAL

Learning materials are enclosed.

E. LEARNING APPROACH

Approach : Process approach

Technique : Clustering Technique

F. Teaching Activities

Skill: Writing

Activity	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. Teacher greets the students using english in order to create english environment. 2. Teacher asks the students to pray before starting the lesson. 3. Teacher checking the attendance's list. 4. Stating learning objectives. 	10'
Main Activities	<p>Pre writing</p> <ol style="list-style-type: none"> 5. Teacher gives leading questions. 6. Teacher explains briefly about recount text and gives an example of the text. 7. Teacher Introduces the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate 	65'

	<p>ideas when they started to write.</p> <p>8. Teacher will form small groups consisting 5 to 6 students in each group. Teacher asks each group to make a concept in the forms of clusters before writing. In this case, the teacher will ask each group to write their holiday.</p>	
	<p>Drafting</p> <p>9. Teacher asks the students to organize the idea in their cluster that they have made into text.</p>	
	<p>Editing</p> <p>10. Teacher will check students text and give some notes whether students should correct some mistakes or add more information. The draft to be edited based on the note(s) that is given by teacher.</p>	
	<p>Publishing</p> <p>11. After adding some information and doing some correction on the text, finally teacher asks the students to submit their final recount text.</p>	
Closing	<p>12. Teacher reviews the material together with students.</p> <p>13. Teacher assigns students to find some other examples of recount text.</p> <p>14. Parting the groups.</p>	5'

G. MEDIA and SOURCE

- Media : Whiteboard
Student's Worksheet
- Source :-

H. Assesment : Scoring criteria

ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of option very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical Sequencing
	1	VERY POOR: no organization, incoherent
VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
	5	EXCELLENT: no error, full control of complex structure

LANGUAGE USE	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score $\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Language Use} + \text{Mechanics} = \text{Total}$ $\text{Writing Score} = \frac{\text{Total}}{25} \times 100 =$		

(Adapted from Anderson in Hughes, 2003 :101 – 102)

LEARNING MATERIAL

(Cycle 1/ Meeting 2)

1. Introduction

Leading Questions:

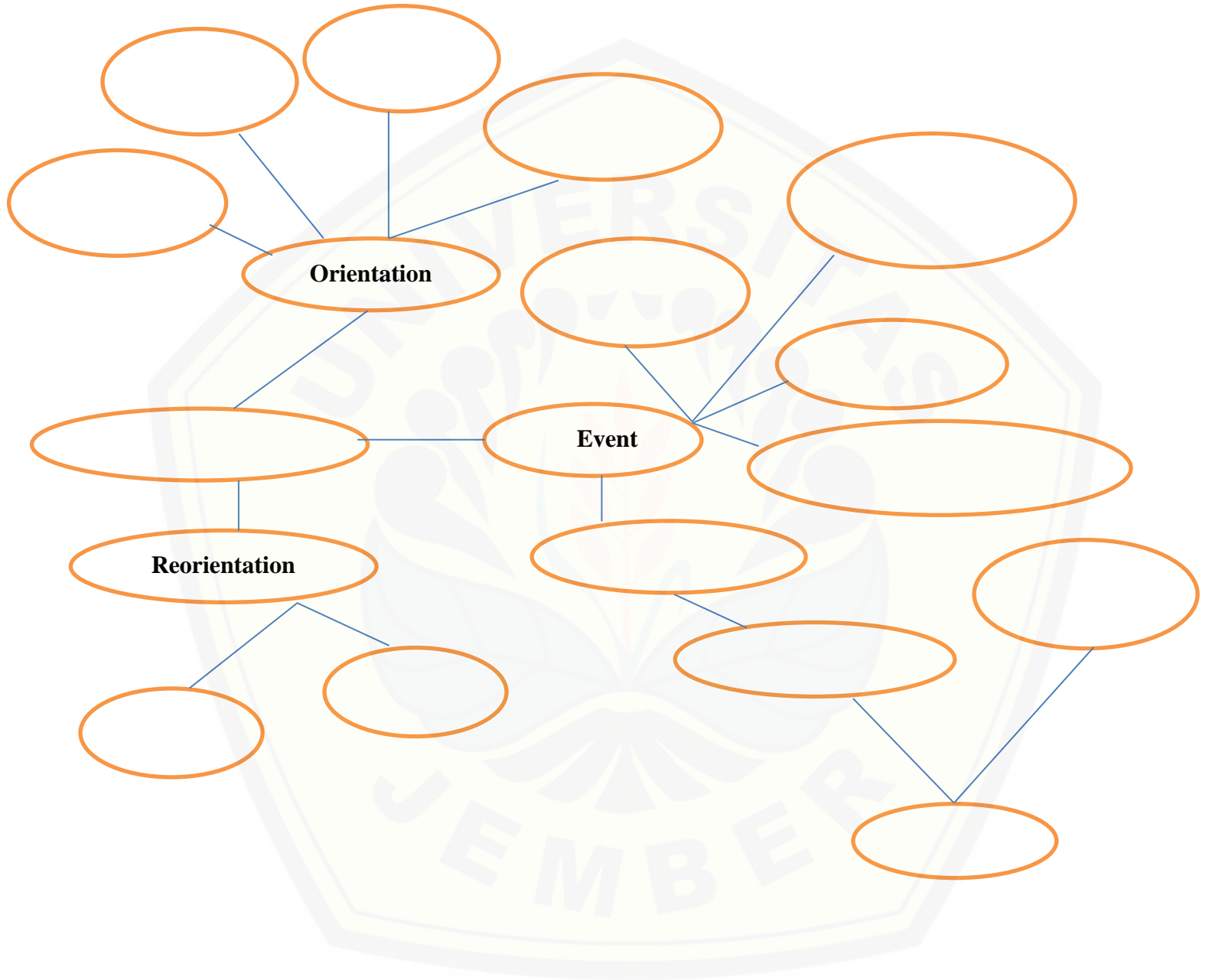
- a. Do you have any memorable moment in your life? (it could be sad, funny, or amazing experience)
- b. What experience do you have?
- c. When did it happen?
- d. Why this experience is special for you?

2. Main Activity

- a. The definition of recount text is a kind of texts which tells about something that happened in the past.
- b. The social function of recount text is to retell about past experience or something happened in the past.
- c. The generic structures of recount text is:
 - Orientation : tell about the background of event
 - Event : tell about the activity
 - Re-orientation : tell about the ending or the expression towards the event
- d. Language Features:
 - Adjective: to build writer's expression towards the place, people, things, or events in his/ her experience. For example; beautiful, amazing, crowded, etc.
 - Time connectives: to sequence through time. For example; after that, then, firstly, etc.
 - Past tense: to express something that happened in the past.

STUDENTS' WORKSHEETS

1. With your group, please write your concept in the forms of clusters based on your holiday with your friends.

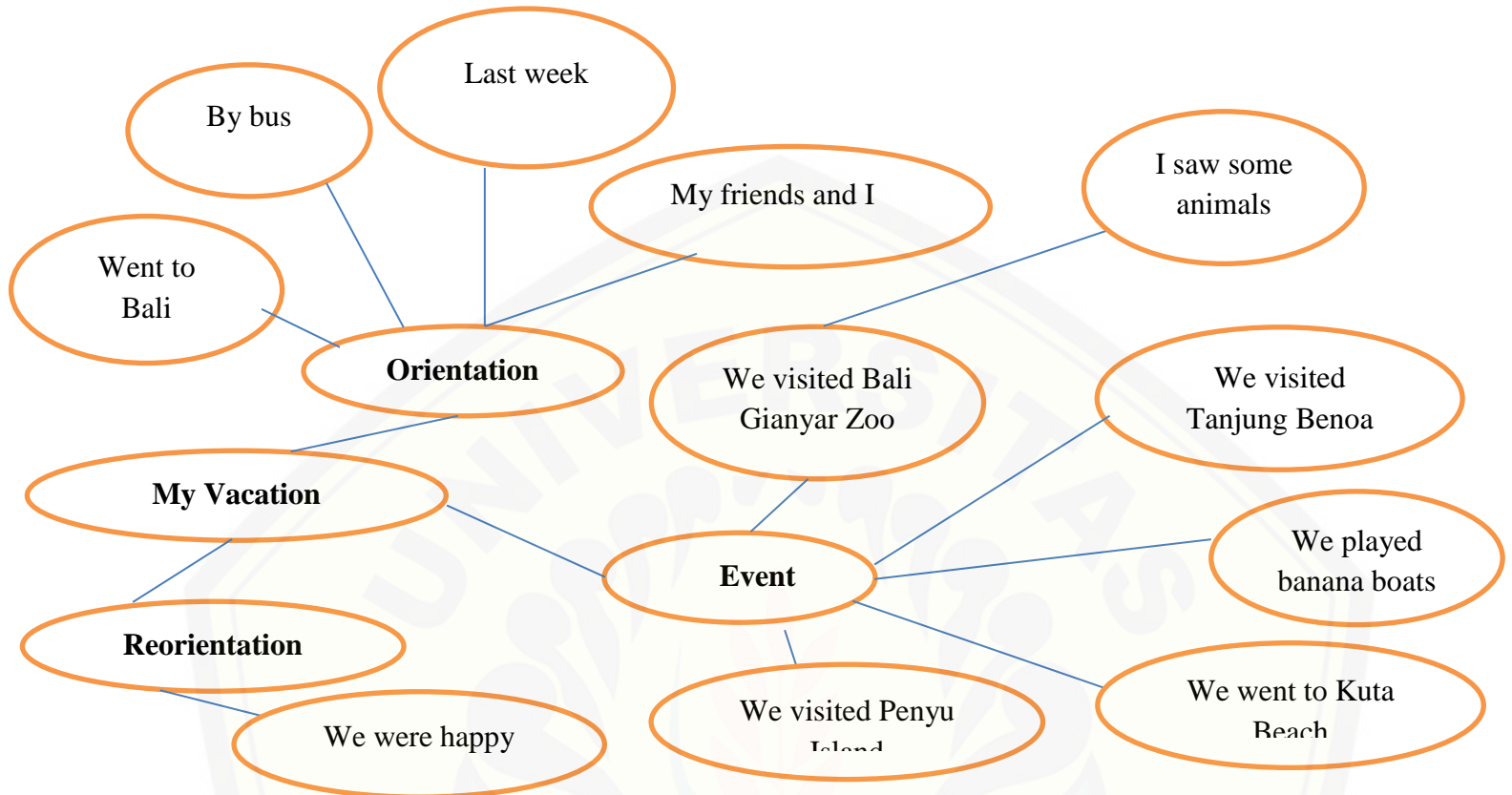


2. Draft a recount text based on the cluster that you have made with your group.



Answer key

1.



2.

My vacation in Bali

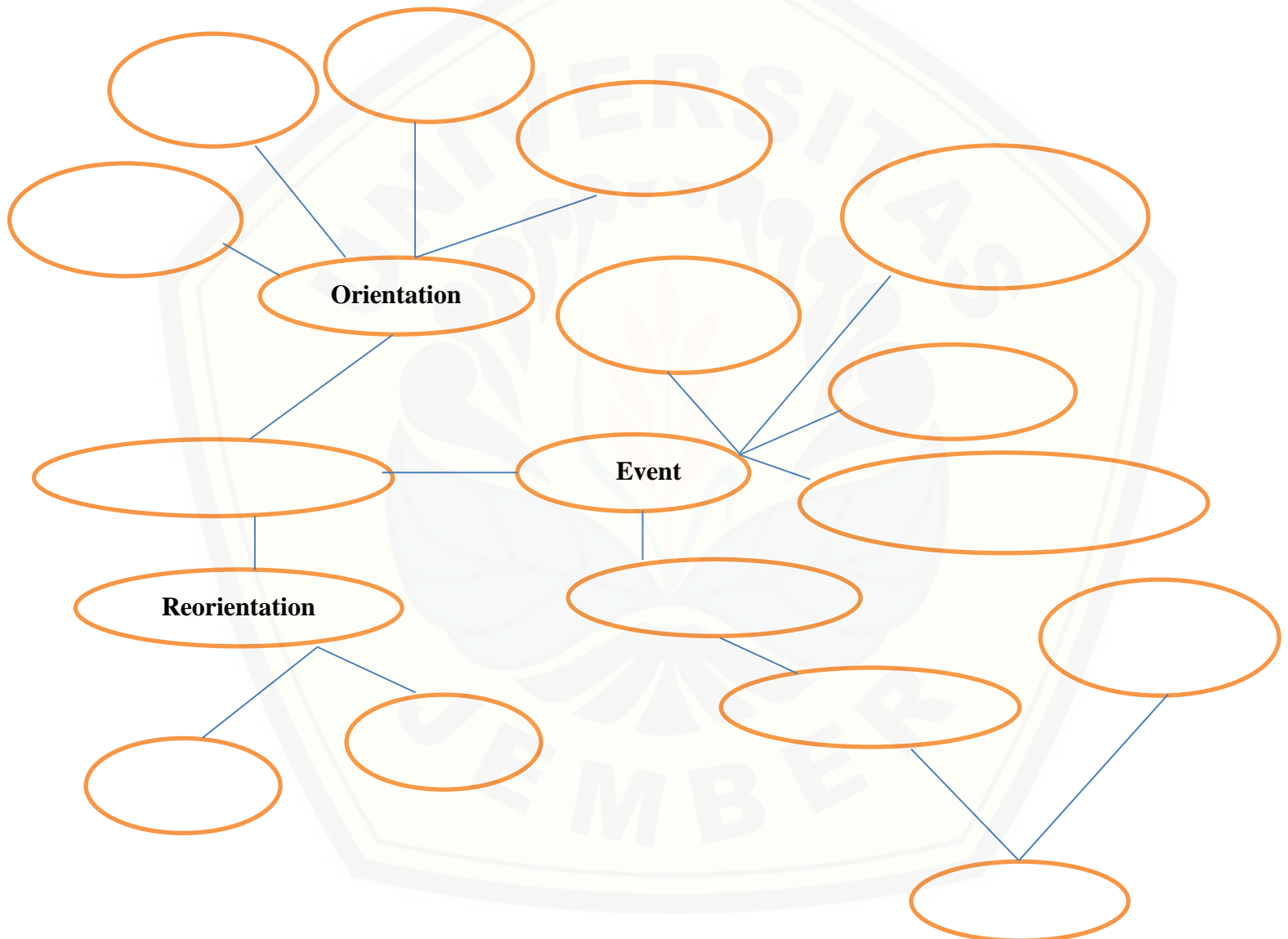
Last week, My friends and I went to Bali. We went there by bus. It was about six hours from Banyuwangi.

In the first day, we visited Bali Gianyar Zoo. It was a very nice to go there. I also saw some wild animals like python snake, tiger, and lion. I took a picture with a baby of a lion. It looked like a big cat. After that, my friends and I bought some special foods from Bali. Such as brownies, banana roll, Karuhun chips, etc. We also bought some T-Shirts for our family. The next day, we enjoyed on Tanjung Benoa Beach. We played a water sports such as banana boat. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach. My friends and I enjoyed the beautiful scenery.

Finally, we went back home. We were very happy for our holiday.

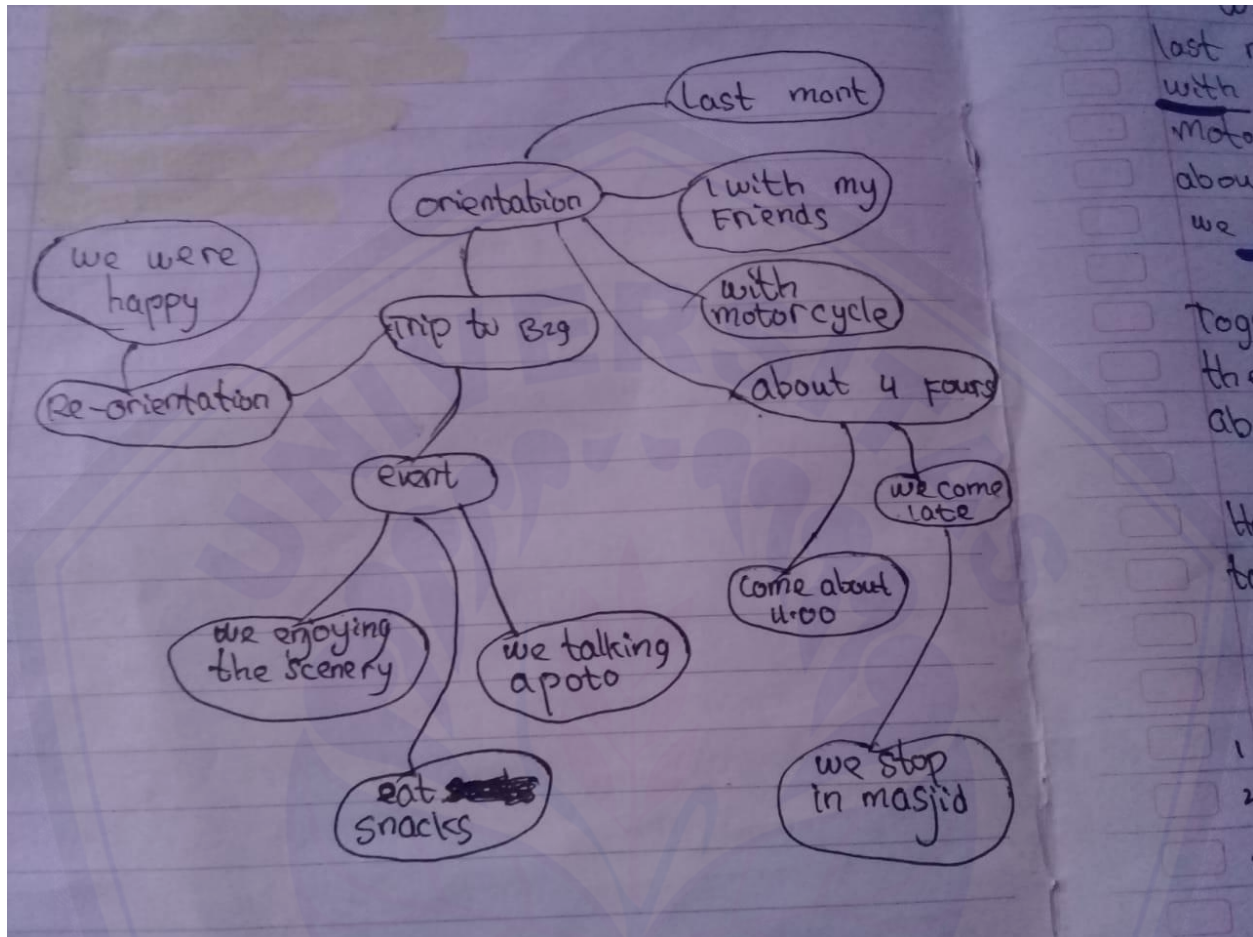
Writing test (Cycle 1)**Time : 65 minutes**

1. Write a text about your unforgettable bad experience during holiday. First, you should make a concept in the forms of clusters for your unforgettable bad experience based on the generic structure of recount text. Second, Write your activity, the person you went with, and your expression towards the experience in your cluster.



APPENDIX D

The Result of Student's Worksheet in Cycle 1 Meeting 1





Trip To B2g

We want to tell our trip. It was about last month we go to trip at B2g. I and with my friends go to B2g lumajang with motorcycle. We go about 4 hours and come about 09.00 p.m. we come to late because we stop in the masjid.

At there we talking a photo. We together eat snacks and then, we enjoying the scenery. My friends and I also talking about hot news?

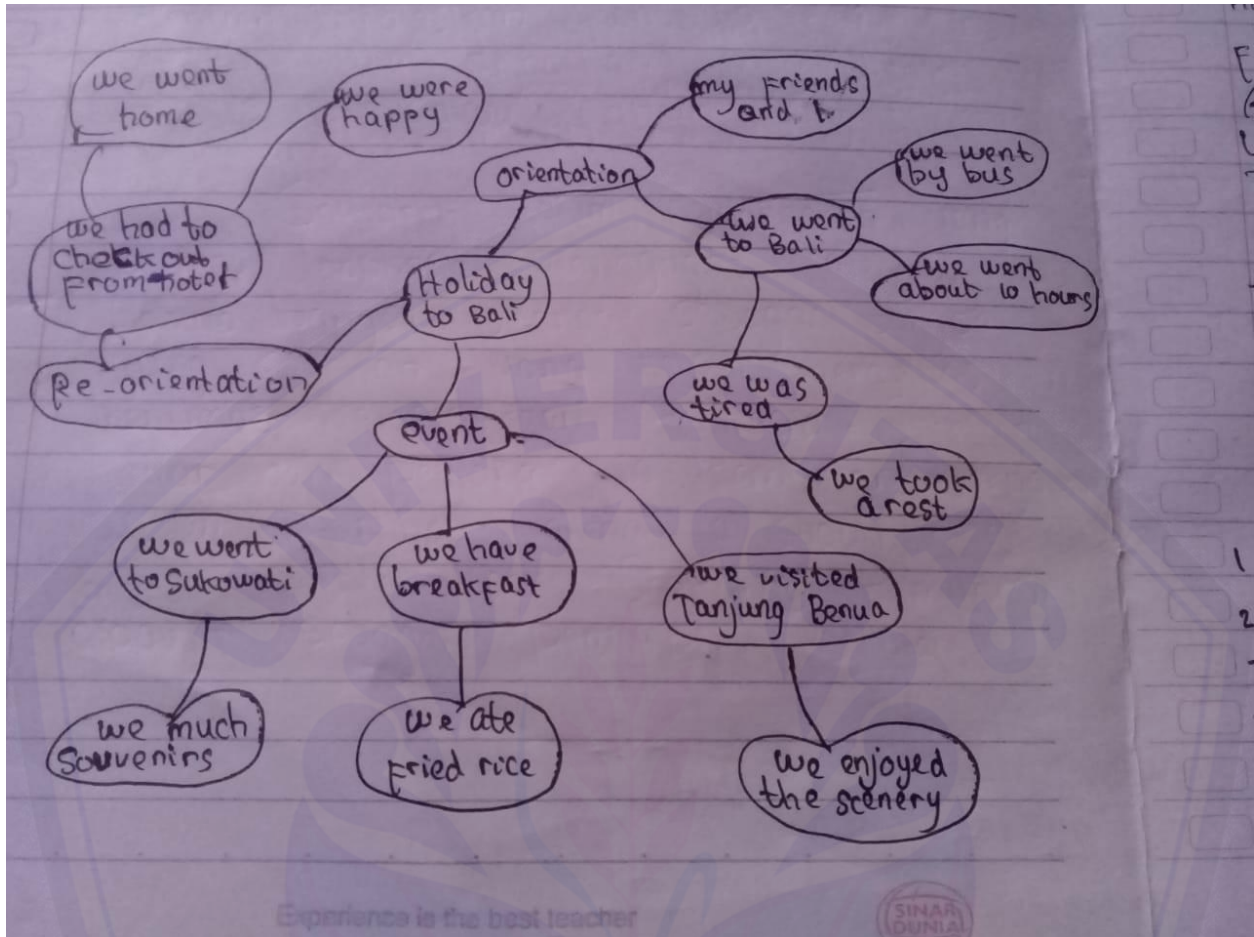
That is our moment the trip. It was happy because it was my first time to go there.

Name :

1. Ahmad Akbar Rizki
2. Aina Najar
3. Egi Purwoko
4. Fernando Setiawan
5. Hamka ~~Prasetyo~~ machrus A
6. Indra Ovi Prasetyo

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The result of Student's Worksheet in Cycle 1 Meeting 2



Holiday To Bali

We have an experience during holiday. We want to tell our experience we on Bali, My friends and I went to Bali by bus. We went about 10 hours. We were very tired, So after we check in. Together we take a rest.

For day, we wake up at 07:00 "clock". I had breakfast with my friends. We ate fried rice. Fried rice is our favourite food. ~~After~~ After that, we went to "Sukawati Mall". We bought much Souvenirs then, We visited Tanjung Benoa Beach. We saw the amazing sun set in there. My friends and I also enjoyed the ~~scenery~~ beautiful scenery.

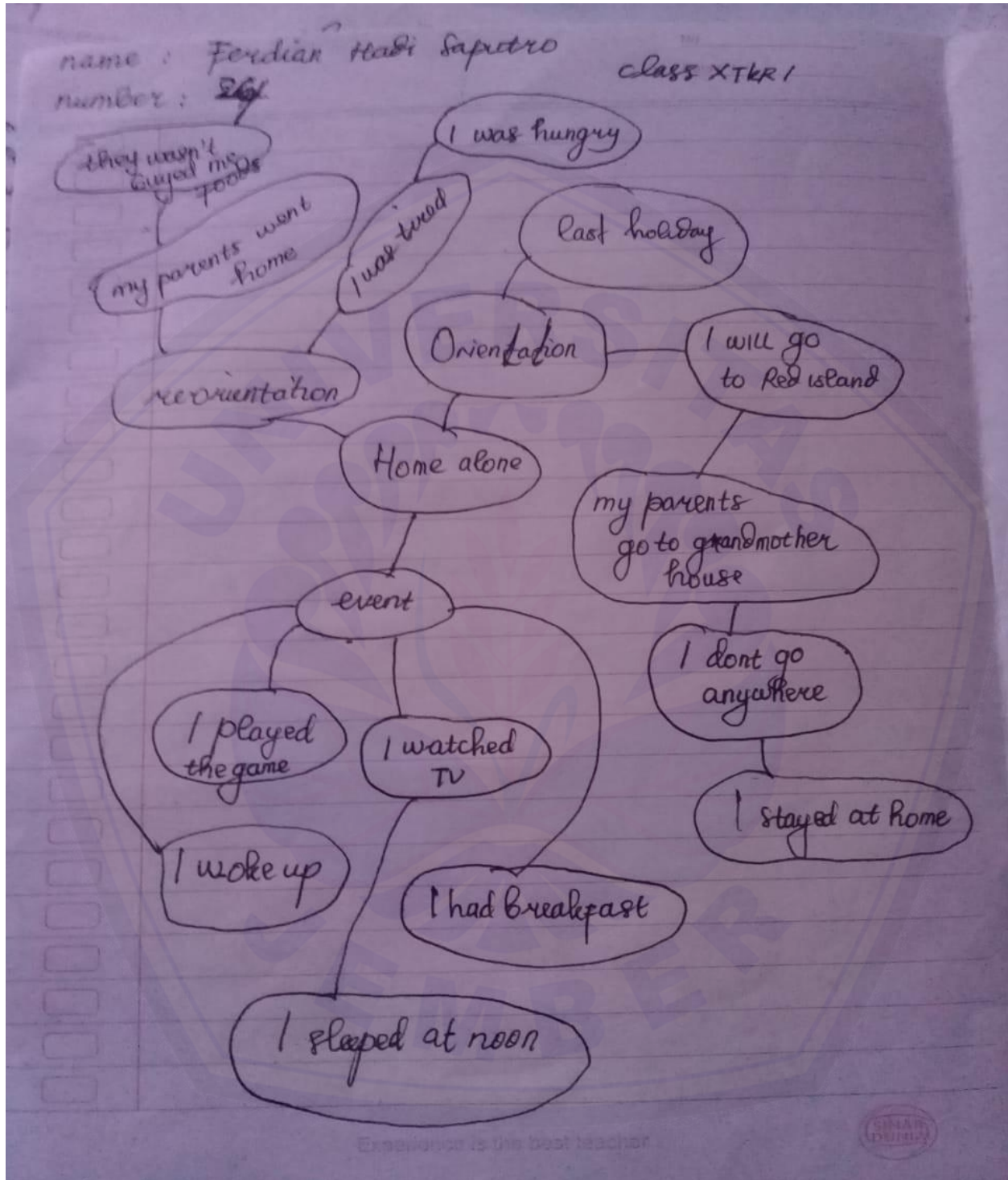
The last day we had to check out from the hotel. We went back home. It was beautiful holiday for us.

Name:

- 1 Ahmad Akbar Rizki
- 2 Aina Najor
- 3 Edi Purwoko
- 4 Fernando Setiawan
- 5 Hamka Machrus A
- 6 Indra Dwi Prasetyo

67

The Result of Writing Test in Cycle 1



69

home alone

Last holiday, I Don't go anywhere. I stayed at home. I will go to red island beach. But, my grandmother was sick. So, my mother and my father go to grandmother house.

I wake up at 07.00 am. Then, I had breakfast. My mother made fried chicken to me. After that, I played game in my handphone to? I watched TV after that. There are much cartoon in TV. Then, I sleeped at noon. In the afternoon I watched TV again.

lastly, my parents went home at night. I was so tired. Because my mother was not buyed me some foods. Althought. I was very hungry. For me, it was my unforgettable bad experience the make me so tired. Because, in holiday I just home alone without my parents.

APPENDIX E

Field Notes of cycle 1

FIELD NOTES

Observer Name : Brifatus S
 Date : 8 April 2019
 Group : (1)

Write the description that illustrate how students conceptualize their plan before writing, how students make draft _____ their recount texts. Write your note in the following table:

Aspect	Description
1. Clustering technique assists students conceptualize their plan before writing.	most of students in the group are passive. They seems afraid to write their idea in the form of cluster. Most of students still confused.
2. The clusters students make assist them to draft _____ their recount texts.	Two students in group are busy with themselves which the others actively contributes to make the draft _____. The high achiever student is active to help this group to add some missing information from their recount text.

[Signature]

APPENDIX F

Interview of Cycle 1

Research Questions	Interview For Students	Student's Answer
How do clustering technique assist vocational high school students conceptualize their plan before writing?	1. Do you know how to make a plan or design in your writing?	No, I don't
	2. Do you usually make a plan in your writing?	No, I don't. I don't familiar with the process of making a plan before writing.
	3. What do you think about clustering technique?	I think clustering technique help us to generate and organize idea. But I still confused to apply this technique.
	4. In your opinion, do you have any difficulties in writing, especially when you make a plan?	Yes, I have difficulties to begin writing when I make a plan.
	5. In the process of writing your plan, do you have any difficulties to generate and organize your ideas in the form of cluster?	I still confused by the idea, topic or what content i should write.
	6. Does the clustering technique help you in conceptualize your ideas before writing?	Yes, it does.
	7. Can you explain in what way this cluster help you in conceptualize your ideas?	Cluster helps me when I create my idea but sometimes I'm still confused.
How do the clusters students make assist them to draft and revise their recount texts?	8. After you make a plan in the form of cluster, do you have any difficulties in organize your ideas into draft?	Yes, I have any difficulties in organize my ideas into draft. Because most of my friends still confused which are the tenses that used in a recount text.
	9. Does the clustering technique help you in drafting your writing recount text?	Yes, it does.
	10. Can you explain in what way this cluster clusters students help you to draft and revised your recount text?	The draft was written based on our cluster made. One of student achievers in my group had a role as corrector. After the draft had been done by the group, the high achiever student is active to help my group to add some missing information from our text.

APPENDIX G**LESSON PLAN CYCLE 2
MEETING 1**

School	: SMK Al-Azhar
Subject	: English
Grade/Semester	: X/2
Language Skill	: Writing
Type of text	: Recount text
Theme	: Experience
Time Allocation	: 2 x 40 minutes

A. Core Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Showing grateful for the opportunity of learning English by following all the teaching and learning process well. 1.1.2 Showing seriousness and enthusiasm in the teaching learning process.
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Being honest in doing individual work. 2.1.2 Being disciplined in doing task. 2.1.3 Showing responsibility, caring, willingness to cooperate in doing the tasks.
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.	3.9.1. Mentioning the social function, generic structures, and language features of recount text. 3.9.2. Explaining the social function, generic structures, and language features of recount text.
4.14 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.14.1. Producing a concept in the forms of clusters before writing a recount text. 4.14.2. Drafting a recount text. 4.14.3. Producing a good quality recount text.

C. LEARNING OBJECTIVES

1. Students will be able to show grateful for the opportunity of learning English by following all the teaching and learning process well.
2. Students will be able to show seriousness and enthusiasm in the teaching learning process.
3. Students will be able to be honest in doing individual work.
4. Students will be able to be disciplined in doing task.
5. Students will be able to show responsibility, caring, willingness to cooperate in doing the tasks.

6. Students will be able to mention and explain the social function, generic structures, and language features of recount text.
7. Students will be able to produce a concept in the forms of clusters before writing a recount text.
8. Students will be able to develop the concept in the forms of clusters into a draft of recount text.
9. Students will be able to produce a good-quality recount text.

D. LEARNING MATERIAL

Learning materials are enclosed.

E. LEARNING APPROACH

Approach : Process approach

Technique : Clustering Technique

F. Teaching Activities

Skill: Writing

Activity	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. Teacher greets the students using English in order to create english environment. 2. Teacher asks the students to pray before starting the lesson. 3. Teacher checking the attendance’s list. 4. Stating learning objectives. 	10’
Main Activities	<p>Pre writing</p> <ol style="list-style-type: none"> 5. Teacher gives leading questions. 6. Teacher gives the example about simple past tense which is the tenses of recount text. 7. Teacher introduces 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. 	65’

	8. Teacher will form small groups consisting 5 to 6 students in each group. Teacher asks each group to make a concept in the forms of clusters before writing. In this case, the teacher will ask each group to write their experience during the study tour.	
	Drafting 9. Teacher asks the students to organize the idea in their cluster that they have made into text.	
	Editing 10. Teacher will check students text and give some notes whether students should correct some mistakes or add more information. The draft to be edited based on the note(s) that is given by teacher.	
	Publishing 11. After adding some information and doing some correction on the text, finally teacher asks the students to submit their final recount text.	
Closing	12. Teacher reviews the material together with students. 13. Teacher assigns students to find some other examples of recount text. 14. Parting the groups.	5'

G. MEDIA and SOURCE

- Media : Whiteboard
Student's Worksheet
- Source :-

H. Assesment : Scoring criteria

ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of option very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical Sequencing
	1	VERY POOR: no organization, incoherent

VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
	5	EXCELLENT: no error, full control of complex structure

LANGUAGE USE	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= Total x 100= 25		

(Adapted from Anderson in Hughes, 2003 :101 – 102)

LEARNING MATERIAL

(Cycle 2/ Meeting 1)

1. Introduction

Leading Questions:

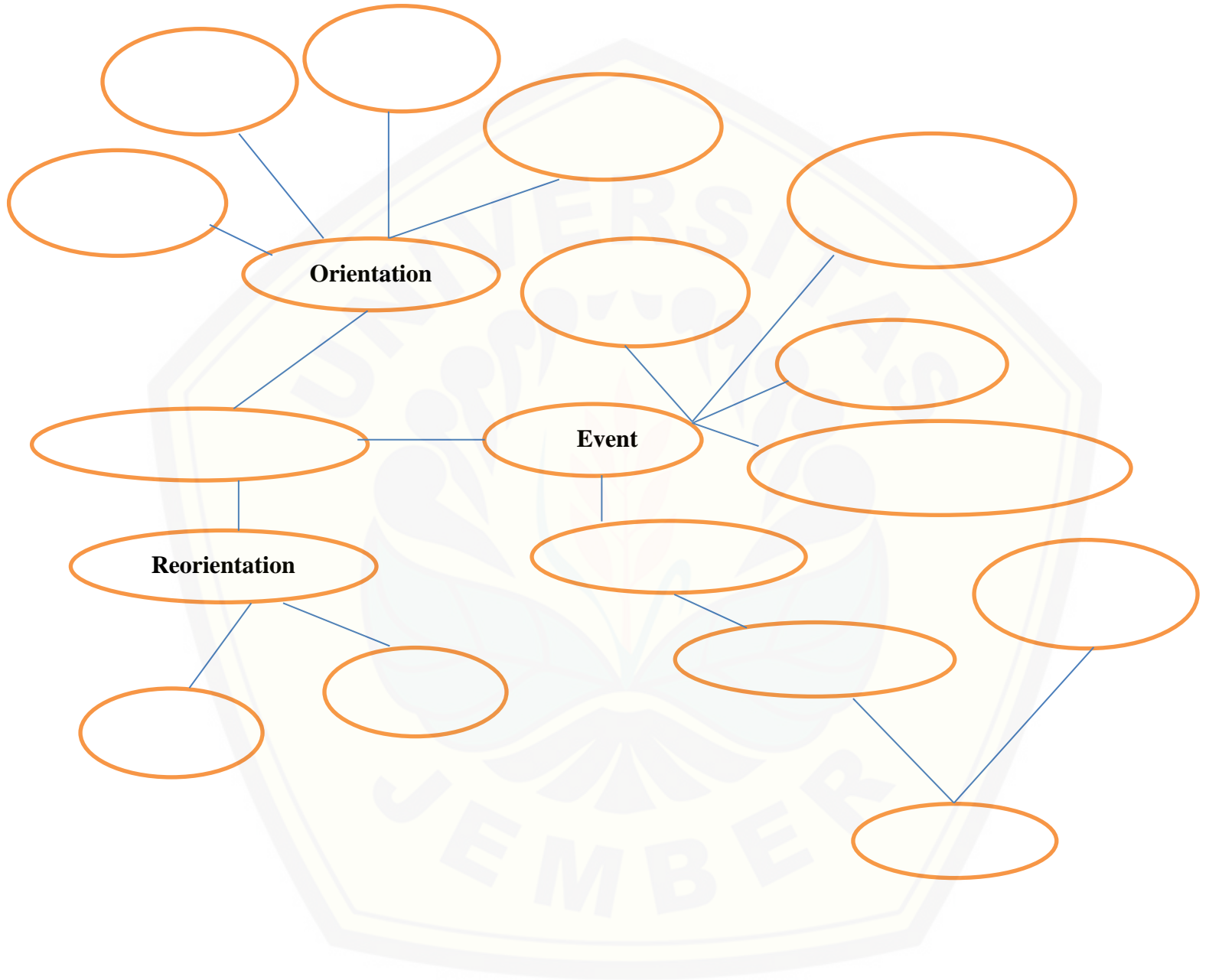
- a. Do you have any experience during your last holiday?
- b. What activity did you do to spend your holiday?
- c. Was it amazing?

2. Main Activity

- a. The definition of recount text is a kind of texts which tells about something that happened in the past.
- b. The social function of recount text is to retell about past experience or something happened in the past.
- c. The generic structures of recount text is:
 - Orientation : tell about the background of event
 - Event : tell about the activity
 - Re-orientation : tell about the ending or the expression towards the event
- d. Language Features:
 - Adjective: to build writer's expression towards the place, people, things, or events in his/ her experience. For example; beautiful, amazing, crowded, etc.
 - Time connectives: to sequence through time. For example; after that, then, firstly, etc.
 - Past tense: to express something that happened in the past

STUDENTS' WORKSHEETS

1. With your group, please write your idea in the forms of clusters based on your experience during the study tour!



2. Draft a recount text based on the cluster that you have made with your group.



Answer key

1.



2.

My Study Tour

I went to Bogor with my friends. It was a study tour. The Study tour was held when I was senior high school.

That was my first time I went to Bogor. We went by bus. My friends and I were in the same bus. We left our home at 10 p.m. My trip was about 22 hours. We stopped to pray in the mosque. Some of my friends took a bath in the mosque. But, I just brush my teeth and washed my face because there was so cold. It made me lazy to touch the water. After that, we went to a restaurant to have a dinner. I was so hungry. Then, I took a rest in the Villa. But some of my friends swam together. In the next day, we visited to Taman Safari Bogor. We saw some animal there. In Taman Safari, there was animal circus on Sunday. Fortunately, we visited Taman safari on Sunday. So, we watched the animal circus there. The animal circus was very funny and made us entertained. After that, we went back to the bus. We left Bogor to visit Bandung. The journey from Bogor to Bandung was about 3 hours. Bandung was a very busy city. There were so many factories there. We bought some clothes and souvenirs there.

My study tour made me very tired, but I was very happy because I spent much times with my friends.

APPENDIX H

LESSON PLAN CYCLE 2

MEETING 2

School	: SMK Al-Azhar
Subject	: English
Grade/Semester	: X/2
Language Skill	: Writing
Type of text	: Recount text
Theme	: Experience
Time Allocation	: 2 x 40 minutes

A. Core Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Showing grateful for the opportunity of learning English by following all the teaching and learning process well. 1.1.2 Showing seriousness and enthusiasm in the teaching learning process.
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Being honest in doing individual work. 2.1.2 Being disciplined in doing task. 2.1.3 Showing responsibility, caring, willingness to cooperate in doing the tasks.
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.	3.9.1. Mentioning the social function, generic structures, and language features of recount text. 3.9.2. Explaining the social function, generic structures, and language features of recount text.
4.14 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.14.1. Producing a concept in the forms of clusters before writing a recount text. 4.14.2. Drafting a recount text. 4.14.3. Producing a good quality recount text.

C. LEARNING OBJECTIVES

1. Students will be able to show grateful for the opportunity of learning English by following all the teaching and learning process well.
2. Students will be able to show seriousness and enthusiasm in the teaching learning process.
3. Students will be able to be honest in doing individual work.
4. Students will be able to be disciplined in doing task.

5. Students will be able to how responsibility, caring, willingness to cooperate in doing the tasks.
6. Students will be able to mention and explain the social function, generic structures, and language features of recount text.
7. Students are will be to produce a concept in the forms of clusters before writing a recount text.
8. Students will be able to develop the concept in the forms of clusters into a draft of
9. Students will be able to produce a good quality recount text.

D. LEARNING MATERIAL

Learning materials are enclosed.

E. LEARNING APPROACH

Approach : Process approach

Technique : Clustering Technique

F. Teaching Activities

Skill: Writing

Activity	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. Teacher greets the students using english in order to create english environment. 2. Teacher asks the students to pray before starting the lesson. 3. Teacher checking the attendance's list. 4. Stating learning objectives. 	10'
Main Activities	<p>Pre writing</p> <ol style="list-style-type: none"> 5. Teacher gives leading questions. 6. Teacher explains briefly about recount text and gives an example of the text. 7. Teacher Introduces the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate 	65'

	<p>ideas when they started to write.</p> <p>8. Teacher will form small groups consisting 5 to 6 students in each group. Teacher asks each group to make a concept in the forms of clusters before writing. In this case, the teacher will ask each group to write their experience.</p>	
	<p>Drafting</p> <p>9. Teacher asks the students to organize the idea in their cluster that they have made into text.</p>	
	<p>Editing</p> <p>10. Teacher will check students text and give some notes whether students should correct some mistakes or add more information. The draft to be edited based on the note(s) that is given by teacher.</p>	
	<p>Publishing</p> <p>11. After adding some information and doing some correction on the text, finally teacher asks the students to submit their final recount text.</p>	
Closing	<p>12. Teacher reviews the material together with students.</p> <p>13. Teacher assigns students to find some other examples of recount text.</p> <p>14. Parting the groups.</p>	5'

G. MEDIA and SOURCE

- Media : Whiteboard
Student's Worksheet
- Source : -

H. Assesment : Scoring criteria

ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of opinion very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical Sequencing
	1	VERY POOR: no organization, incoherent
VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
	5	EXCELLENT: no error, full control of complex structure

LANGUAGE USE	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score $\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Language Use} + \text{Mechanics} = \text{Total}$ $\text{Writing Score} = \frac{\text{Total}}{25} \times 100 =$		

(Adapted from Anderson in Hughes, 2003 :101 – 102)

LEARNING MATERIAL

(Cycle 2/ Meeting 2)

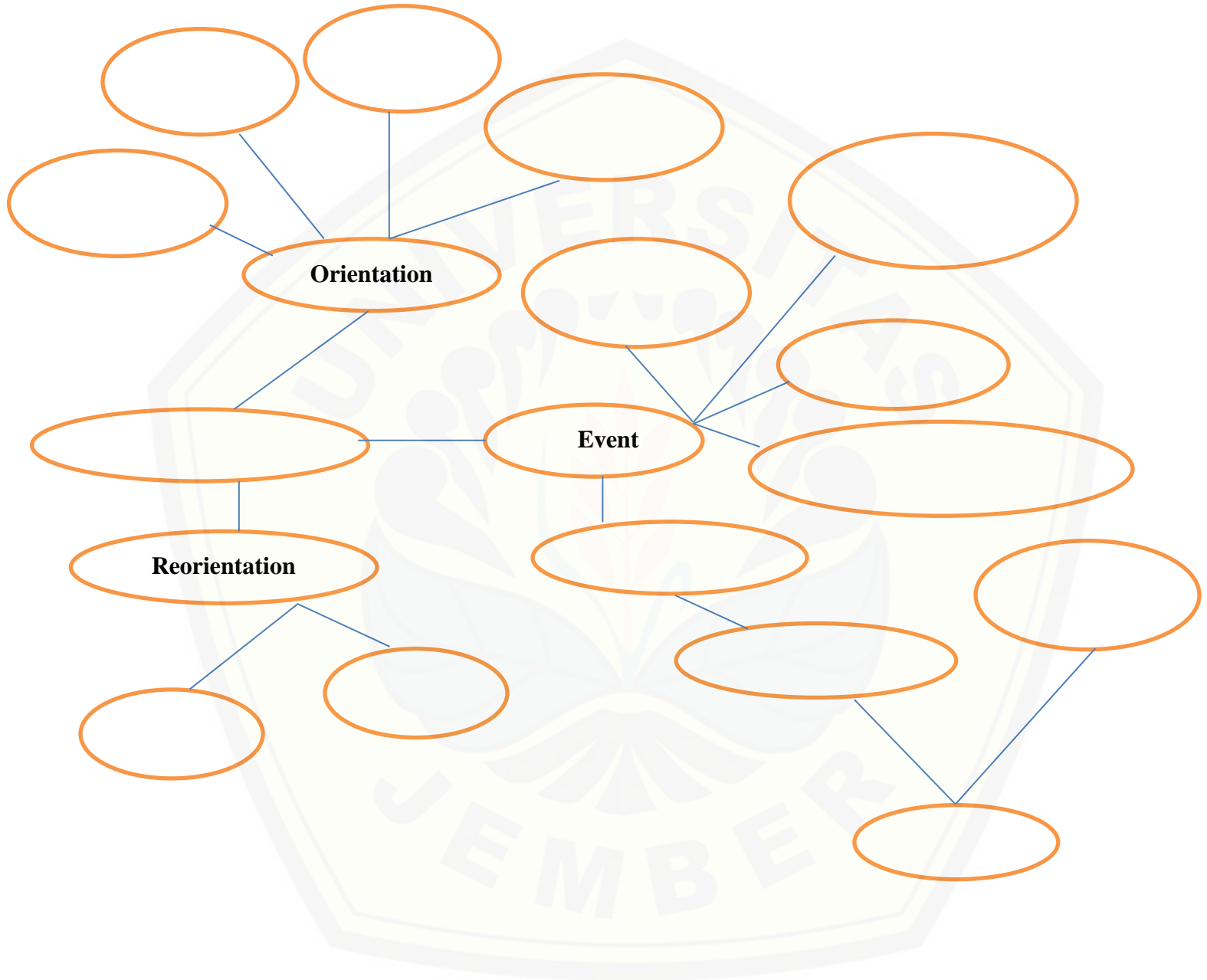
1. Introduction

Leading Questions:

- a. Do you have any memorable moment in your life? (it could be sad, funny, or amazing experience)
 - b. What experience do you have?
 - c. When did it happen?
 - d. Why this experience is special for you?
-
2. Main Activity
 - a. The definition of recount text is a kind of texts which tells about something that happened in the past.
 - b. The social function of recount text is to retell about past experience or something happened in the past.
 - c. The generic structures of recount text is:
 - Orientation : tell about the background of event
 - Event : tell about the activity
 - Re-orientation : tell about the ending or the expression towards the event
 - Language Features:
 - Adjective: to build writer's expression towards the place, people, things, or events in his/ her experience. For example; beautiful, amazing, crowded, etc.
 - Time connectives: to sequence through time. For example; after that, then, firstly, etc.
 - Past tense: to express something that happened in the past.

STUDENTS' WORKSHEETS

1. With your group, please write your concept in the forms of clusters based on your experience.



2. Draft a recount text based on the cluster that you have made with your group.



Answer key

1.



2. **My Birthday**

It was my birthday last week and my family gave me a small party.

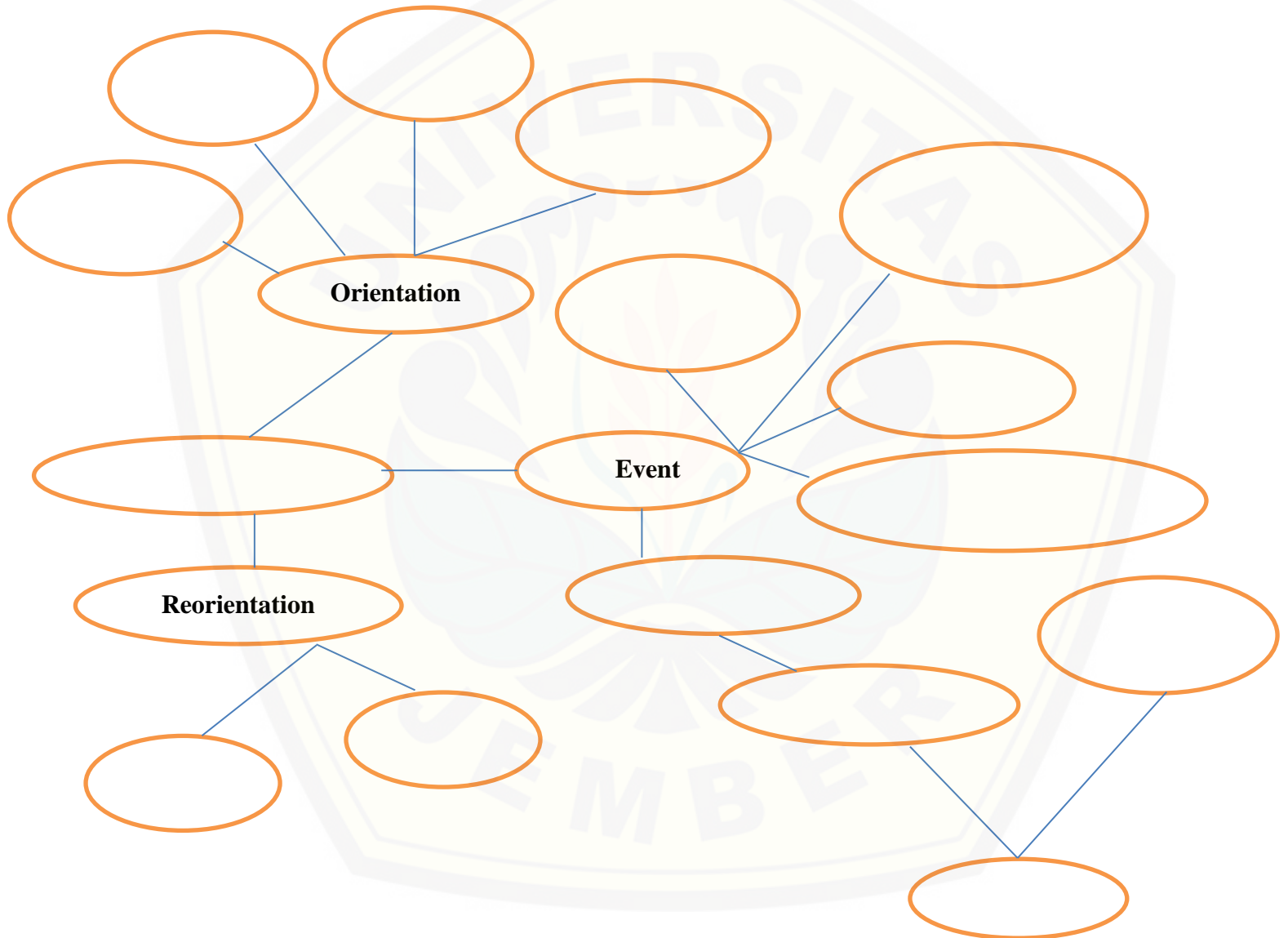
I invited my best friends to the party. There were about 15 people in the party, including my parents and my brother. It was a great surprise that my uncle from Yogyakarta, Bengkulu came too. There were some presents for me. My parents gave me a new *Harry Potter* novel. My brother bought me a Spiderman CD game. Nindi, my best friend gave me a CD of a song collection from my favorite singers. My uncle did not give me any books or CD but he taught me and my friends to play a traditional game from Bengkulu. The game has a funny name: *Palak Babi*. My friends and I played it in the yard. The game was very exciting.

We were tired but we enjoyed the game.

Writing test (Cycle 2)

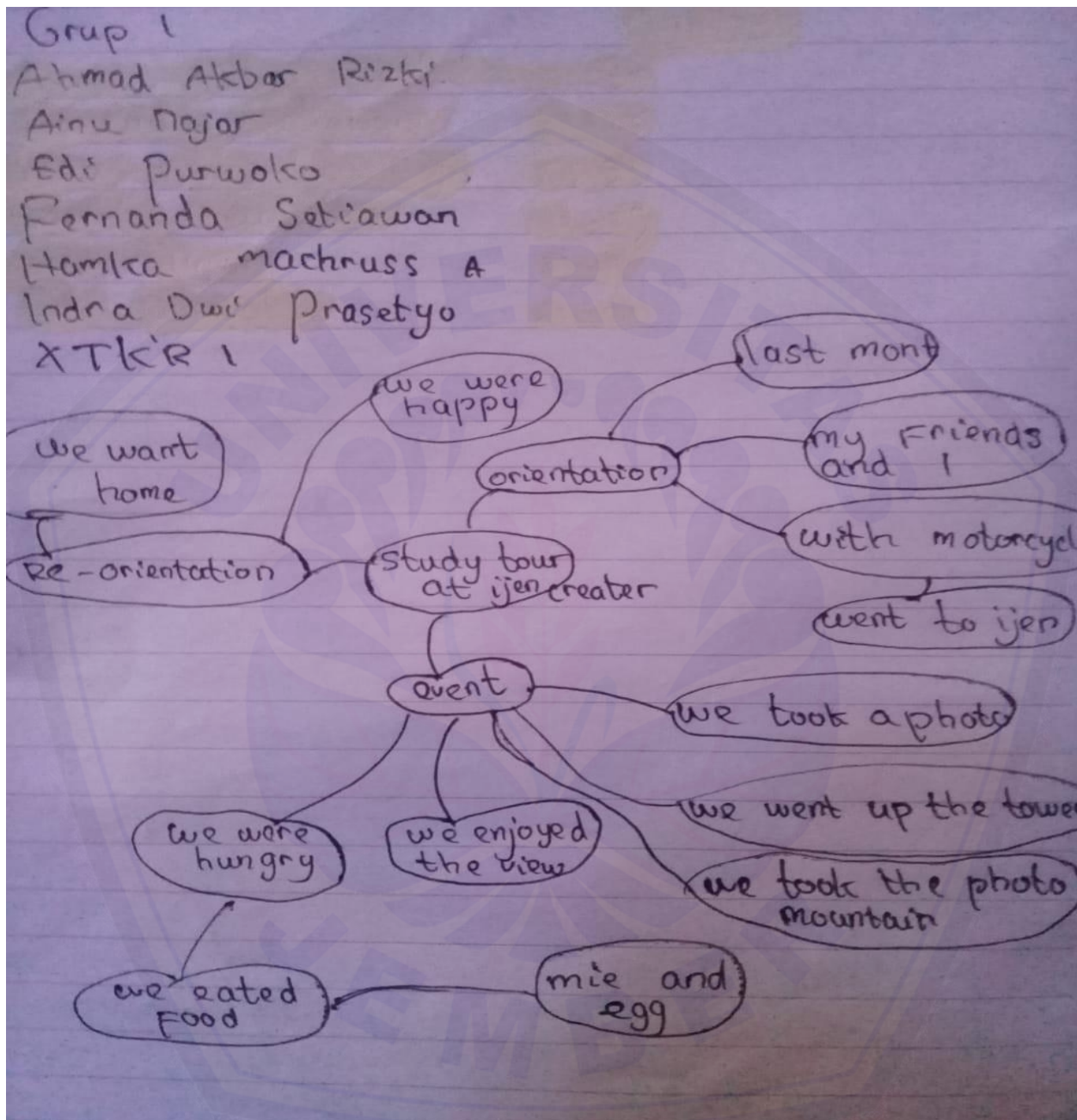
Time : 65 minutes

1. Write a text about your unforgettable happy experience. First, you should make a concept in the forms of clusters for your unforgettable happy experience based on the generic structure of recount text. Second, Write your activity, the person you went with, and your expression towards the experience in your cluster.



APPENDIX I

The Result of Student's Worksheet in Cycle 2 meeting 3



70

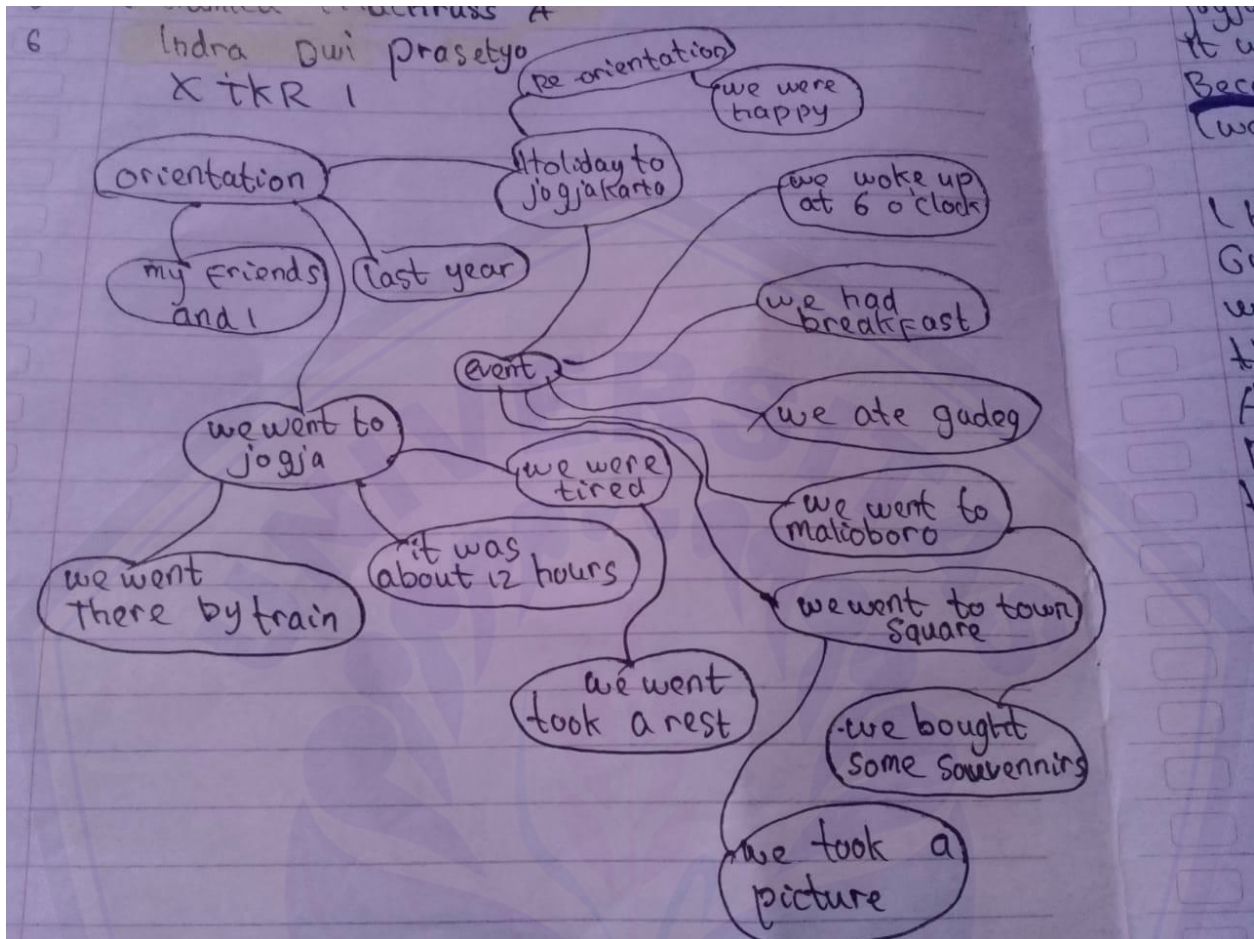
Study Tour at Ijen Crater

We want to tell our study tour. We went the study tour at ijen crater, on last month. We went there with my friends. We went with motorcycle. We went ~~from~~ from our home at 08.00 p.m. We went until there at 11 p.m. It was about 3 hours. We went there too late. Because we stopped in the mosque.

At ijen crater, we took a photo. I took a picture with my friends use my handphone. And then, we went up the tower. Together, we took the photo mountain. The mountain was so good. I enjoyed the view with my friends. After that, we were hungry. So, we eated food from our mother, we eated rice with egg. And we took a picture again with my friend.

The last, we were ready to went home. we up to motorcycle, and finally we went home. We were so very happy. Because it was my first time to went there with my friends.

The Result of Worksheet in Cycle 2 meeting 4



17

Our Experience in Jogjakarta

I have an experience ~~at~~ during holiday. My friends and I went to jogjakarta last year. It was my first time to there. We arrived in jogjakarta at ~~the~~ night. We went there by train. It was 12 hours from our home. We were tired. Because of the road. So after we checked in, I went to book a rest.

The next day, we woke up at 6 o'clock. I had breakfast with my friends. We ate gudeg. Gudeg was special food from jogja. After that, we went to Maloboro. We bought some souvenirs there. I will give it to my family at home. And then, we went to town square. It was famous. There was free there. Many people tried to walk with closing eyes to there. We also tried it, and we took a picture.

We were so happy. It was our experience during holiday. We ~~use~~ will go to jogja again in one day.

The Result of Writing Test in Cycle 2



81

Climbing to Bromo Mountain

Last month, I went to Bromo Mountain with my family. We went there by motorcycle. Bromo Mountain was six hours from my home. My family and I arrived in there at 10:00 a.m.

In Bromo Mountain, the first thing I do was bought ticket. The ticket was 25,000 rupiah. After that, I bought water. There was hot. And then, I started to climb. I took a picture in Bromo Mountain. After forty five minutes, I was at the top. I took a picture in front of Indonesian flag. In Bromo Mountain, there were goats in there. I saw many birds, too. After that, I enjoyed the beautiful scenery in the top of Bromo Mountain.

Lastly, I down. Because the sun is hot. I bought some drinks. I took a rest in the villa. Before we went home, my mother bought ikan bakar. I ate it. It was very delicious. Finally, we went home. I was so happy because I went to holiday with my family. For me, it was my unforgettable happy experience.

APPENDIX J

Field Notes of Cycle 2

FIELD NOTES

Observer Name : aripatus S
 Date : 10 April 2019
 Group : (1)

Write the description that illustrate how students conceptualize their plan before writing, how students make draft ~~their~~ their recount texts. Write your note in the following table:

Aspect	Description
1. Clustering technique assists students conceptualize their plan before writing.	There are more students who write their idea in cluster. They are more enthusiastic than the previous meeting.
2. The clusters students make assist them to draft their their recount texts.	The group cooperatively tried to make a draft based on the cluster they made. The high achieving students helps when the group having difficulty in drafting and revising. Most of students are active in making draft and their draft . The high achiever student is not as busy as the previous meeting.

Skw

APPENDIX K

Interview Of Cyle 2

Research Questions	Interview For Students	Student's Answer
How do clustering technique assist vocational high school students conceptualize their plan before writing?	1. Do you know how to make a plan or design in your writing?	No, I don't
	2. Do you usually make a plan in your writing?	No, I don't. But, in this time I had finished to make a plan in writing by using clustering technique.
	3. What do you think about clustering technique?	I think clustering technique help us to generate and organize idea.
	4. In your opinion, do you have any difficulties in writing, especially when you make a plan?	No, I have not. I do not have any difficulties in writing especially when I make a plan.
	5. In the process of writing your plan, do you have any difficulties to generate and organize your ideas in the form of cluster?	Generally, I have difficulties to begin writing. Besides about the vocabulary, i still confused by the idea, topic or what content i should write. But, by using clustering technique, it can clearly show what i think. And this technique can help me to create idea clearly.
	6. Does the clustering technique help you in conceptualize your ideas before writing?	Yes, it does.
	7. Can you explain in what way this cluster help you in conceptualize your ideas?	Cluster helps me when I express the words that have connection from the main word. The clusters made me easier to generate the idea about my recount text.
How do the clusters students make assist them to draft and revise their recount texts?	8. After you make a plan in the form of cluster, do you have any difficulties in organize your ideas into draft?	No, I don't have any difficulties in organize my ideas into draft.
	9. Does the clustering technique help you in drafting your writing recount text?	Yes, it does.
	10. Can you explain in what way this cluster clusters students help you to draft and revised your recount text?	When we checked the text. Our text checked, whether the grammar, spelling, and the text's mechanic. Most of the member in my group also given advice about the sentences' sequence to make the text better in arrangement. And our member of students revised it together. Most of our friends were active. We could work collaboratively to create personal recount text and made revision based on the feedback given by each member and the teacher.

APPENDIX L

Students' Previous Score in Writing

Number	Students' Initial	Previous Writing Score	Description
1	A A	72	Not Achieved
2	A A A	74	Not Achieved
3	A A R	64	Not Achieved
4	A C R	72	Not Achieved
5	A F	72	Not Achieved
6	A R	50	Not Achieved
7	A S	73	Not Achieved
8	A S M	65	Not Achieved
9	A W	73	Not Achieved
10	A Y A	68	Not Achieved
11	A N	75	Not Achieved
12	A M	73	Not Achieved
13	A R P	70	Achieved
14	A M	71	Not Achieved
15	A P	70	Not Achieved
16	A D B	73	Not Achieved
17	A K	70	Not Achieved
18	B A	70	Not Achieved
19	B H	73	Not Achieved
20	D F	71	Not Achieved
21	E P	72	Not Achieved
22	E J P	70	Not Achieved
23	F M	50	Not Achieved
24	F H S	45	Not Achieved
25	F S	56	Not Achieved
26	F I	56	Not Achieved
27	G O	62	Not Achieved
28	G U	76	Achieved
29	H M	56	Not Achieved
30	H S	76	Achieved
31	I D P	48	Not Achieved
32	I V	43	Not Achieved
33	I N P	60	Not Achieved
	Mean Score	65,7	

APPENDIX M

Students' Writing Achievement

Number	Initial	Cycle 1			Cycle 2		
		Group Activity	Post Test	Description	Group Activity	Post Test	Description
1	AA	79	85	Achieved	84	88	Achieved
2	AAA	68	78	Achieved	73	81	Achieved
3	AAR	67	77	Achieved	77	75	Achieved
4	ACR	73	85	Achieved	78	88	Achieved
5	AF	75	85	Achieved	80	88	Achieved
6	AR	79	81	Achieved	84	84	Achieved
7	AS	73	77	Achieved	78	80	Achieved
8	ASM	79	58	Not Achieved	84	61	Not Achieved
9	AW	75	81	Achieved	80	84	Achieved
10	AYA	79	81	Achieved	84	84	Achieved
11	AN	67	77	Achieved	77	76	Achieved
12	AM	68	75	Achieved	73	77	Achieved
13	ARP	75	75	Achieved	80	87	Achieved
14	AM	73	89	Achieved	78	76	Achieved
15	AP	73	69	Not Achieved	78	78	Achieved
16	ADB	73	75	Achieved	78	79	Achieved
17	AK	75	82	Achieved	80	81	Achieved
18	BA	73	78	Achieved	78	76	Achieved
19	BH	73	75	Achieved	78	61	Not Achieved
20	DF	68	69	Not Achieved	73	75	Achieved
21	EP	67	75	Achieved	77	76	Achieved
22	EJP	75	65	Not Achieved	80	68	Not Achieved
23	FM	68	61	Not Achieved	73	64	Not Achieved
24	FHS	73	69	Not Achieved	78	81	Achieved
25	FS	67	75	Achieved	77	78	Achieved
26	FI	79	69	Not Achieved	84	81	Achieved
27	GO	68	58	Not Achieved	73	61	Not Achieved

28	GU	75	89	Achieved	80	89	Achieved
29	HM	67	75	Achieved	77	78	Achieved
30	HS	73	61	Not Achieved	78	64	Not Achieved
31	IDP	67	56	Not Achieved	77	59	Not Achieved
32	IV	79	61	Not Achieved	84	76	Achieved
33	INP	68	65	Not Achieved	73	68	Not Achieved

Mean Score	$M = \frac{\sum x}{N}$ 69.30	Mean Score	$M = \frac{\sum x}{N}$ 76.36
Percentage	$E = \frac{n}{N} \times 100\%$ 63.6%	Percentage	$E = \frac{n}{N} \times 100\%$ 75.7%

APPENDIX N

The Statement Letter of Accomplishing the Research from the Principal of SMK AL-Azhar Sempu Banyuwangi

