



**THE EFFECT OF USING THE CLUSTERING TECHNIQUE ON THE  
EIGHTH YEAR STUDENTS' WRITING ACHIEVEMENT AT SMPN 2  
CLURING BANYUWANGI IN THE 2011/2012 ACADEMIC YEAR**

**THESIS**

By

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JEMBER UNIVERSITY  
2011**

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## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved father and mother, Drs. Siswondo and Siti Maemunah;
2. My sister, Rissa Mareta Mega Putri.

## MOTTO

I write to understand as much as to be understood.

*(Elie Wiesel)\**

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<sup>\*)</sup> Elie Wiesel in Chaffe, John. 1999. *Critical Thinking Thoughtful Writing*. New York: Houghton Mifflin Company.

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I believed that this thesis still might have some weaknesses. Therefore, I really hope that there will be some criticisms and suggestions from the readers to improve this thesis. Further, I hope that this thesis will be useful for the readers.

Jember, October 2011

The Writer

## TABLE OF CONTENTS

|  | Page |
|--|------|
| <b>TITLE</b> .....                                   | i    |
| <b>CONSULTANTS' APPROVAL</b> .....                   | ii   |
| <b>EXAMINERS' APPROVAL</b> .....                     | iii  |
| <b>DEDICATIONS</b> .....                             | iv   |
| <b>MOTTO</b> .....                                   | v    |
| <b>ACKNOWLEDGMENT</b> .....                          | vi   |
| <b>TABLE OF CONTENTS</b> .....                       | vii  |
| <b>LIST OF TABLES</b> .....                          | x    |
| <b>LIST OF APPENDICES</b> .....                      | xi   |
| <b>SUMMARY</b> .....                                 | xiii |
| <b>CHAPTER 1. INTRODUCTION</b> .....                 | 1    |
| <b>1.1 The Background of the Research</b> .....      | 1    |
| <b>1.2 The Problems of the Research</b> .....        | 4    |
| <b>1.3 The Objectives of the Research</b> .....      | 4    |
| <b>1.4 The Operational Definition of Terms</b> ..... | 4    |
| 1.4.1 Clustering Technique .....                     | 4    |
| 1.4.2 Students' Writing Achievement.....             | 5    |
| <b>1.5 The Significances of the Research</b> .....   | 5    |
| 1.5.1 For the English Teacher .....                  | 5    |
| 1.5.2 For the Students .....                         | 5    |
| 1.5.3 For the Other Researchers.....                 | 5    |
| <b>CHAPTER 2. REVIEW OF RELATED LITERATURE</b> ..... | 6    |
| <b>2.1 The Writing Definitions</b> .....             | 6    |
| 2.1.1 The Aspects of Writing.....                    | 7    |
| a. Content .....                                     | 7    |
| b. Grammar .....                                     | 8    |

|  |           |
|--|-----------|
| c. Mechanics .....   | 8         |
| d. Organization.....   | 10        |
| e. Vocabulary .....  | 11        |
| <b>2.2 The Competencies of Writing Stated in Junior High School .....</b>                      | <b>12</b> |
| <b>2.3 The Competencies in writing A Recount Text.....</b>                                     | <b>13</b> |
| <b>2.4 Assessing the Students' Writing Competencies .....</b>                                  | <b>16</b> |
| 2.4.1 The Scoring Criteria of Writing .....  | 17        |
| <b>2.5 Clustering Technique .....</b>  | <b>18</b> |
| 2.5.1 The Definitions of Clustering Technique .....  | 18        |
| 2.5.2 The Steps of Clustering Technique in Teaching Writing .....                              | 20        |
| 2.5.3 The Advantages of Clustering .....   | 24        |
| <b>2.6 Teaching Paragraph Writing through the Clustering Technique.....</b>                    | <b>24</b> |
| <b>2.7 The Effect of Using Clustering Technique on the Students' Writing Achievement .....</b> | <b>26</b> |
| <b>2.8 Research Hypothesis .....</b>   | <b>27</b> |
| <b>CHAPTER 3. RESEARCH METHODOLOGY .....</b>   | <b>28</b> |
| <b>3.1 Research Design.....</b>  | <b>28</b> |
| <b>3.2 Area Determination Method .....</b>   | <b>30</b> |
| <b>3.3 Population and Samples.....</b>   | <b>31</b> |
| <b>3.4 Data Collection Method .....</b>  | <b>31</b> |
| 3.4.1 The Validity of the Test.....  | 32        |
| 3.4.2 The Reliability of the Test.....   | 32        |
| <b>3.5 Data Analysis Method .....</b>  | <b>33</b> |
| <b>CHAPTER 4. RESEARCH RESULT AND DATA ANALYSIS.....</b>                                       | <b>35</b> |
| <b>4.1 Teaching Writing in the Experimental and the Control Class.....</b>                     | <b>35</b> |



|   |           |
|---|-----------|
| 4.1.1 First Meeting.....  | 36        |
| 4.1.2 Second Meeting .....  | 36        |
| 4.1.2 Third Meeting .....   | 37        |
| <b>4.2 The Result of Writing Test for the Experimental and<br/>The Control Class.....</b> | <b>37</b> |
| 4.2.1 The Result of Pretest.....  | 37        |
| 4.2.2 The Result of Posttest .....  | 38        |
| <b>4.3 The Analysis of the Main Data.....</b>   | <b>39</b> |
| <b>4.4 The Hypothesis Verification.....</b>   | <b>44</b> |
| <b>4.5 Discussion.....</b>  | <b>44</b> |
| <b>CHAPTER 5. CONCLUSION AND SUGGESTIONS.....</b>   | <b>45</b> |
| <b>5.1 Conclusions.....</b>   | <b>45</b> |
| <b>5.2 Suggestions.....</b>   | <b>45</b> |
| a. The English Teacher.....   | 45        |
| b. The Students.....  | 46        |
| c. The Future Researchers .....   | 46        |
| <b>REFERENCES.....</b>  | <b>47</b> |
| <b>APPENDICES .....</b>   | <b>50</b> |

## LIST OF TABLES

|  | Page |
|--|------|
| 2.1 The Scoring Criteria of Writing .....                                    | 16   |
| 4.1 Between-Subjects Factors .....   | 34   |
| 4.2 Descriptive Statistics.....  | 37   |
| 4.3 Levene's Test of Quality of Error Variances .....                        | 38   |
| 4.4 Test of Between-Subjects Effects .....                                   | 39   |
| 4.5 Estimated Marginal Means .....   | 41   |
| 4.6 Profile Plots .....  | 42   |
| 4.7The Schedule of Research.....   | 53   |
| 4.8 The Result of Pretest (Experimental Class by the English Teacher) .....  | 84   |
| 4.9 The Result of Pretest (Experimental Class by the Researcher) .....       | 86   |
| 4.10 The Mean Score of Pretest (Experimental Class).....                     | 88   |
| 4.11 The Result of Pretest (Control Class by the English Teacher) .....      | 90   |
| 4.12 The Result of Pretest (Control Class by the Researcher).....            | 92   |
| 4.13 The Mean Score of Pretest (Control Class).....                          | 94   |
| 4.14 The Result of Posttest (Experimental Class by the English Teacher)..... | 96   |
| 4.15 The Result of Posttest (Experimental Class by the Researcher).....      | 98   |
| 4.16 The Mean Score of Posttest (Experimental Class).....                    | 100  |
| 4.17 The Result of Posttest (Control Class by the English Teacher).....      | 102  |
| 4.18 The Result of Posttest (Control Class by the Researcher) .....          | 104  |
| 4.19 The Mean Score of Posttest (Control Class).....                         | 105  |

## LIST OF APPENDICES

|  | Page |
|--|------|
| A. Research Matrix .....   | 50   |
| B. The Guideline of Instrument .....   | 51   |
| C. The Result of Interview with the English Teacher .....                                | 52   |
| D. The Schedule of Administering the Research .....                                      | 53   |
| E. Pretest .....   | 54   |
| F. Lesson Plan (First Meeting).....  | 55   |
| G. Lesson Plan (Second Meeting).....   | 65   |
| H. Lesson Plan (Third Meeting) .....   | 71   |
| I. Posttest.....   | 77   |
| J. The Procedures of Interpreting Data Using ANCOVA.....                                 | 79   |
| K. Table 4.8 The Result of Pretest (Experimental Class by the English<br>Teacher).....   | 84   |
| L. Table 4.9 The Result of Pretest (Experimental Class by the Researcher) ...            | 86   |
| M. Table 4.10 The Mean Score of Pretest (Experimental Class).....                        | 88   |
| N. Table 4.11 The Result of Pretest (Control Class by the English Teacher)..             | 90   |
| O. Table 4.12 The Result of Pretest (Control Class by the Researcher).....               | 92   |
| P. Table 4.13 The Mean Score of Pretest (Control Class) .....                            | 94   |
| Q. Table 4.14 The Result of Posttest (Experimental Class by the English<br>Teacher)..... | 96   |
| R. Table 4.15 The Result of Posttest (Experimental Class by the Researcher)              | 98   |
| S. Table 4.16 The Mean Score of Posttest (Experimental Class) .....                      | 100  |
| T. Table 4.17The Result of Posttest (Control Class by the English Teacher) .             | 102  |
| U. Table 4.18 The Result of Posttest (Control Class by the Researcher) .....             | 104  |
| V. Table 4.19 The Mean Score of Posttest (Control Class) .....                           | 106  |
| W. Output of SPSS.....   | 108  |
| X. The Scoring Criteria of Writing .....   | 110  |

|   |     |
|---|-----|
| Y. Example of Students' Writing.....  | 111 |
| Z. Permission Letter for Conducting Research from the Faculty of Teacher<br>Training and Education of Jember University ..... | 135 |

## SUMMARY

**The Effect of Using Clustering Technique on the Eighth Year Students' Writing Achievement at SMPN 2 Cluring Banyuwangi;** Syska Dewi Perdani Putri, 060210401193; 2011: 46 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Indonesian students, as EFL learners, often experience problems in English writing especially the difficulties to generate the ideas. They have to do the prewriting activity before doing the writing process to make it easier to be done. To help the students' problem in generating the ideas, the teacher needs to give a prewriting technique.

Based on the above reason, the researcher used the clustering technique in teaching writing to the students. It is one of the prewriting techniques that can help the students to find the ideas by drawing some words by using balloons and connecting each word by using lines. By using the clustering technique, the students can know the relation of each word, so they can generate the ideas easily. The clustering technique can help the students to solve their problems in generating the ideas. By using it, the students can find some words related to their writing, so they can prepare the vocabularies before doing the writing process. The students are asked to do the prewriting first. They had to find the words related to the topics by using clustering technique.

This research was conducted to investigate whether or not there was a significant effect of using clustering technique on the writing achievement of the eighth year students at SMPN 2 Cluring Banyuwangi. The respondents of this research were the eighth year students of SMPN 2 Cluring Banyuwangi in the 2011/2012 academic year. The researcher determined the two classes by using lottery. The total number of the respondent was 78 students, divided into the experimental group and the control group. The experimental group consisted of 39 students and the

control group consisted of 39 students. After determining the experimental and control class, then the researcher gave the same pretest to both classes. After that, the experimental class was taught writing by using clustering technique as the prewriting technique, while the control class was taught writing without the clustering technique. After the students were taught for 3 meetings, they were given the same posttest of writing.

The primary data of this research were collected from the post test of writing test. The main data of this research were analyzed by using ANCOVA (Analysis of Covariance). The result of this research showed that there was a significant effect of using the clustering technique on the eighth year students' writing achievement. It was proven by the value of significant column of ANCOVA by using SPSS, the result was 0.003. It was lower than 0.05. Based on the explanation above, it could be concluded that there was a significant effect of using the clustering technique on the eight year students' writing achievement at SMPN 2 Cluring Banyuwangi. Based on the result of this research, it is recommended to the English teacher to use the clustering technique in teaching writing because it can help the students to generate the ideas for developing them into a recount paragraph.