



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

**THESIS**

**By:**

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
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## **MOTTO**

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

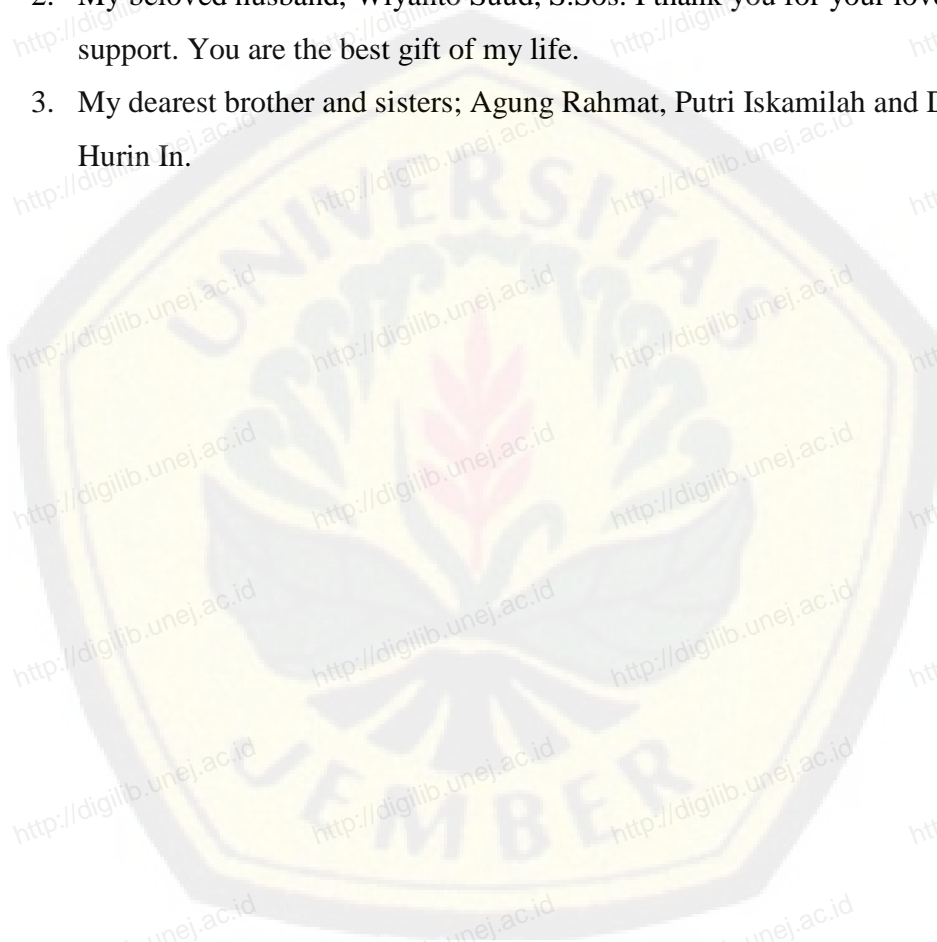
(The Holy Qur'an. Al-Mujadilah [58]: 11)



## **DEDICATION**

This thesis is honorably dedicated to

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



**CONSULTANTS APPROVAL**

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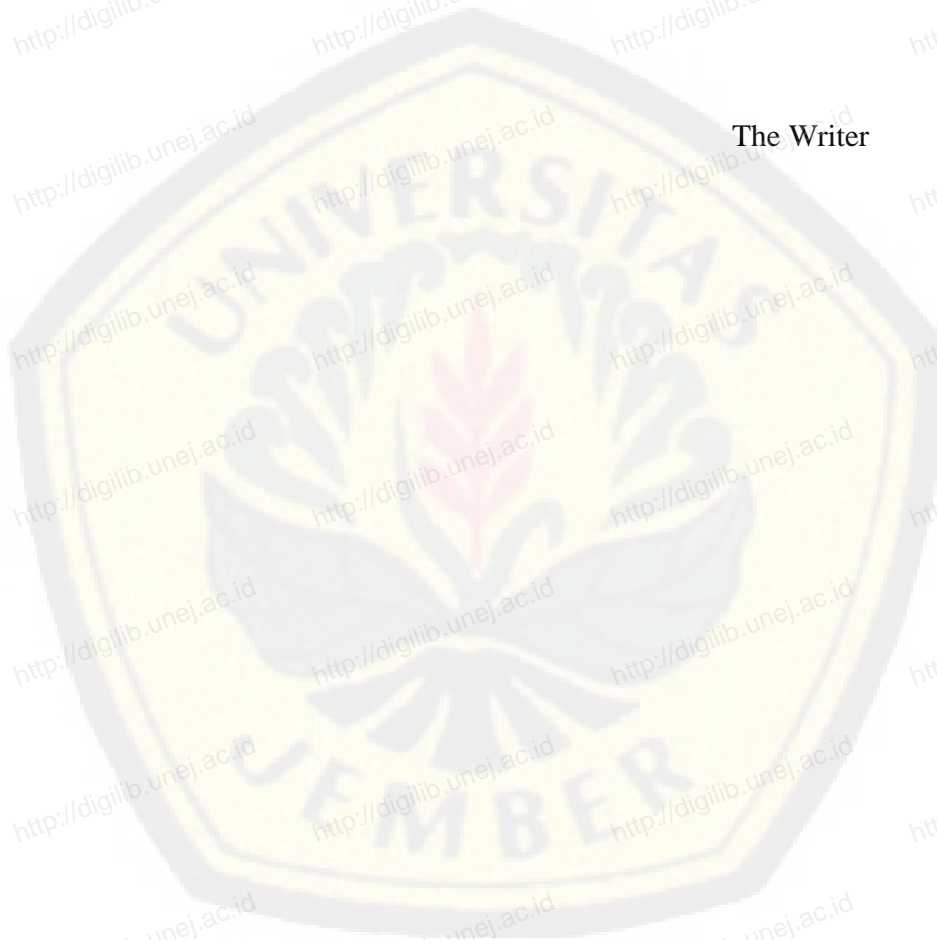
In relation to the writing and finishing this thesis, I would like to express the deepest appreciation and sincere thanks to the following people:

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3. The Chairperson of The English Program
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Jember, June 2010

The Writer





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## SUMMARY

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

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

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

The first cycle was conducted in five meetings. The process of the first cycle was introducing the recount text and clustering technique, giving the example of Recount Text, giving opportunity to the students to make a cluster and develop it

into recount text, giving feedback to the students' writing and asking them to rewrite or revise their work. The actions given in this cycle resulted in the students active participation reached 73.80%, the students mean score reached 69.26, and the percentage of the students who got good and excellent category of writing achievement was 69.05%. It means that the result of the first cycle did not achieve the target requirement in this research.

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

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