

## IMPLEMENTING CLUSTERING TECHNIQUE TO FOSTER STUDENTS' DESCRIPTIVE WRITING SKILL AT SMP NEGERI 17 MAKASSAR

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### ABSTRACT

The purpose of this study was to know the level of ability and interest of students class VIII-7 of SMPN 17 Makassar in writing descriptive texts using clustering techniques. This study uses the method of description. The research subjects were students of class VIII-7 SMPN 17 Makassar in the odd semester in the academic year 2021/2022 with a sample of 33 students. Data collection is done by giving the task of writing descriptive text. The research data collected through the test showed that the students' writing ability after the research was conducted, the students were more interested in using clustering techniques in writing descriptive texts. Based on the results of data analysis, it can be seen that the student's result is 50.27 then after getting treatment the student's pre-test score increases to 78.88 on the post-test. So it can be concluded that using the clustering technique can improve students' learning abilities in writing descriptive texts at SMP 17 Makassar.

**Keywords:** Clustering technique, students' ability, descriptive text

### INTRODUCTION

According to Bahruddin (2012:2), "Language will be a crucial communication tool. Language is defined as the system of communication in speech and writing used by people of a particular country, the use by humans of a system of sound and words to communicate, a particular style of speaking or writing," according to the Oxford Advance Learner's Dictionary of Current English. It means that people will be able to express themselves, Language expresses thoughts, feelings, and wants. English, on the other hand, has become the most extensively studied foreign language in the world today. There were four abilities to learn in the English language. They were engaged in activities such as listening, speaking, reading, and writing. Writing was one of the four linguistic skills that needed to be mastered. Writing, like other linguistic abilities, was a vital and practical skill. The writing ability was regarded as the most difficult of the four linguistic abilities. According to Heaton (2012:2), writing skills are complicated and difficult to teach since they require mastery of not only grammatical and rhetorical methods, but also conceptual and judgmental elements.

Mureithi (2015:89). argues that when a writing process is used to teach writing, students begin to understand writing as a form of communication.

Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effecting way of getting them out there! Young students sometimes find it difficult to make the transition from speaking to writing. Speaking is so immediate, so detailed, so easy.

Graham and MacArthur (2013:9), Observes that when writing becomes a part of a child's world, there are conventions that suddenly come into play; proper way of holding a pencil, punctuation, spelling and grammar. It can be a struggle to explain things without hand gestures or intonation. They must find a way for their voice to come across on a piece of paper or a computer screen. The easiest part of teaching writing to young children is by continually reading to them. Have discussions about what you are reading together. Let them try to figure out what it is the author does to make his or her story compelling.

According to Sinaga (2017:69), The word becomes permanent by writing, and as the expanding of the various memory of human being. By writing the people can see what are in someone thought because it is visible and permanent whereas spoken words disappear after they are spoken. As it know, writing was not easy. Among the skills, writing was the most difficult skill to be learnt, because it needs hard thinking in produced the words, sentences, and paragraph at the same time. In the second years of junior high school, the basic competency that should be achieved in the writing English subject is that the students had ability to developed and produced written simple functional text in the descriptive text, recount text and narrative text.

According to Noprianto (2017:67), Deskriptive text is one of the essay texts that is difficult for students to fully understand. Descriptive text is text that describes the characteristics of someone, something, or a specific place. The descriptive text consists of an introduction and a description. The introduction will be the part that introduces the characters of the paragraph, and the explanation will be the part that describes the characters of the paragraph. Students can use simple present and simple adjectives when writing explanatory texts. When writing explanatory texts, students often face several challenges. Students generally had a hard time organizing their ideas. A good technique can help the students in comprehended and mastered the lesson. One of the teaching failures that cause by an unsuitable method or technique in teaching-learning process. There were a lot of methods and techniques to get the English teaching effectively.

To modify positively the situation of the classroom and to make the teaching learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term Clustering Technique. Clustering technique was a good way to turn a broad subject into a limited and more manageable topic for a short essay. When we write, unlike when we talk, we are engaged in an activity which is usually at the same time

both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot as we do in conversation interact with the listeners and adapt as we go along (Ahn, 2012:65). The conversations of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardized.

According to Kaushik (2014:93), Clustering is a process of keeping similar data into groups. Clustering is an unsupervised learning technique as every other problem of this kind; it deals with finding a structure in a collection of unlabeled data. This method is useful for people who like visual thinking. Clustering uses lines, boxes, and circles to show the relationship between ideas and details that come to mind. This technique also helps students organize their thoughts before moving to a paragraph. Pangaribuan (2018:164), says Clustering is a data mining technique. Clustering is grouping sets of data objects into multiple groups or clusters so that objects within the cluster have high similarity. Upon certain words or concept that could produce information that could be related, not limited, to existing structure. Writing is an important skill, because by this people could carry out conversation with others, give the ideas and exchange the information with others.

Based on the background above, the writer will apply the clustering technique in teaching writing descriptive text to eight grade students of the SMPN 17 Makassar to see its effect on their writing ability. The writer uses clustering technique to improve students' writing skill because the writer has survived the school and has a specific problem about students' writing skill. The writer found a problem faced by students at eight grades of SMPN 17 Makassar, the process of teaching-learning in the classroom was still passive. The writer focuses on writing skill and clustering technique because he has done teaching practice program (PPL) for two months in August until September and had a problem about student's writing skill is so bad and some teacher gave complaint about students' writing skill so the writer would try to know how far the student's writing skill uses clustering technique. Therefore the title of this proposal is Implementing Clustering Technique to Foster Students' Descriptive Writing Skill at SMPN 17 Makassar.

## REVIEW OF LITERATURE

### Writing

Writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. Nazario et al, (2010:5) stated that writing is a form of thinking. Writing is one of the indicators of academic success since it is an active and productive skill. Wallace (2014:15) said that writing is the final product after students learn several stages of writing separately before. In other words writing is the last output after students learn separate acts continuously. Meyers (2015:2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them.

There were many different definitions about writing give by experts from many resources. Spratt (2015:26) who described that writing requires a writer to be able to form letters and words, and join these together to make words, sentences or a series of sentences that link together to communicate that message. Another sources, Hyland (2012:09) described that writing is a way to share personal meanings. So to express thoughts, each person can write their feeling, even though it might differ from one another. From definition above, it could be says that writing could be distinguish from other skills as the most difficult one.

According to Harmer (2012:4), There was four main elements in process writing, namely:

**a. Planning**

Planning were the arrangement conducted to do something. The planning stage were important because at this stages lies the ideas of the process of writing. This may involve making detailed notes. It is how best to order the facts, ideas, or arguments which they have decided to include.

**b. Drafting**

Drafting was the process of putting all ideas and thoughts in a piece of paper which be in the very rough form. This stage needs an editing for checking the text. It was assumed as the first version of a piece of writing as a draft.

**c. Editing**

The way to revise and improve the first draft was called editing. Editing was essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised

**d. Final Draft**

The final version was the result of writing the article. After the writer edit the draft and make the necessary changes to prepare the final version.

## **Purpose of Writing**

Writers can become wordy or unclear in their communication because they do not have a clear idea of their own purpose. Determining the main purpose of your writing will help a writer to express his/her thoughts more clearly. Hart and

Reinking (2013:3) given their opinion about the purpose of writing in general, as follows:

- a. Writing to inform
- b. Writing to persuade
- c. Writing to amuse other

## **The Definition of Descriptive Text**

Descriptive text was a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Descriptive text was a kind of text that have a purpose to give the information about something or someone (Emilia, 2011:8). Descriptive text was a text which says what a person or a thing was like. Its purpose was to described and revealed a particular person, place, or thing. The description was part of the de facto genre. The explanation creates a sensory impression by translating the feel, sound, taste, smell, and appearance of things into words. It can also explain emotions such as feelings, happiness, fear, loneliness, sadness, and joy. Explanations help readers imagine scenes and people, and understand sensations and emotions through their imagination. Descriptive text was a kind of text with a purpose to give information. According to Anderson and Anderson (2011:26) descriptive text describes particular person, place, or things. It means that descriptive text gives a significant picture about a subject in accordance with facts, without include personal opinion.

## **Purpose of Descriptive Text**

The descriptive text have a purpose to describe or describe something related to experience based on the results of sensory observations, such as its shape, sound, taste, behavior or movements so that it can create the reader's imagination and feel as if he was directly experiencing what is being discussed in the text.

## **The Definition of Clustering**

Clustering Teaching Technique was a powerful tool or technique that helps writers to arrange, generate and develop the writers' ideas in order to product a good writing (Sinaga 2017:11). In short, cluster is a phenomenon where search engines list two or more web pages with a search query. This clustering means a data analysis method whose purpose was to group data with the same characteristics and characteristics in an area. Clustering is a method of grouping data. Clustering is the process of partitioning a set of data objects into subsets called clusters.

Therefore, clustering was very useful and can find unknown groups or groups in the data. Clustering was widely used in various applications such as in business intelligence, image pattern recognition, web search, the field of

biological sciences, and for security. According to Pangaribuan (2018:168). Clustering technique was defined as one of the techniques or way to put the ideas into the paper before the writer start to write the draft. Clustering is also named as diagramming, is a strategy in producing material for a paper which is helpful for people who like thinks visually. In diagramming, people use lines, boxes, arrows, circles show the connections among the ideas and detail the accur. The rule in diagramming is that there is no right or wrong way of diagramming so that the various ideas and details relate to one another. The writer concluded that clustering technique was one of technique in prewriting process that could be helped the students to explored their Ideas and made the students easy to wrote with grouping process of words or phrases that appear in their brains to connected the topic to be written. In short, it was discovery process.

## How to Make Clustering Technique

To start this clustering technique, first, take a sheet of A4 size paper and position it landscape. right in the middle of the paper, write a word for us to explore in writing. We was developed this word later to become a tempting idea. suppose we want to write about a favorite artist, a topic about this artist that we want to develop into an unusual article and, later, in that development we can find a new idea. In grouping, you wrote a topic in the center of the paper, write down the ideas suggested by that topic, connect them with lines, and do the same with subtopics.

Clustering technique contains of a main topic as a center and relate ideas as branches. To drew this diagram, first, in the center of paper, wrote the topic and drew a circle around it. Then wrote related ideas. Thought about each of these ideas. In practicing this clustering technique, sometimes the effect was really unexpected. This clustering technique was based on the fact that our brain consists of two kinds of hemispheres, namely the left hemisphere and the right hemisphere. according to the researchers, the workings of the brain, each hemisphere works in very different ways.

## The Advantages of Using Clustering Technique

The used of clustering technique in writing descriptive text gives some advantages: First, this technique was helpful for the students to develope and organize their ideas systematically. Second, by used clustering technique students would be motivate to wrote a good paragraph, especially a descriptive text, because this technique was interesting. Third, clustering technique could show what the students think. So, their ideas would appear clearly. According to Gorski in *Comparative Study Between Clustering Technique and Mind Mapping Technique to Improve Students' Writing Ability at the Eight Grade* (2020), there are advantages of clustering technique for writing ability.

1. Clustering technique was simple to be applied by the students.

2. Clustering technique can make the students find the word as a keyword related with topic easily.
3. Clustering technique can help the students explore their idea on their writing activity.
4. The students are easy to construct their ideas on the sentences into paragraph through ideas in clustering technique

## The Disadvantages of Using Clustering Techniques

First, only students who were actively involving. Second, not entirely student learning. Third, the amount of de tailed information could not be include. Fourth, time wasted to wrote the words that had no connection with the memory. Fifth, time wasted to re-read the words that are not necessary. Sixth, time wasted to found keywords remaindered. And the last was keywords reminders separated by distance. another disadvantages was Information collected through cluster sampling is heavily reliant on the skills of the researcher.

## METHOD OF THE RESEARCH

The design of this research applied pre-experimental design research. Researcher provides pre-tests for writing before the researcher implements the clustering technique to assess students' writing skills. A post-test is conducted after students use the clustering technique. This action is to see the results for students. The design involves a class where the researcher pre-test, treats students to use the clustering technique and manage the post-test. The success of using the Clustering technique is determined by comparing the results of pre-test and post-test. This research conducted at SMPN 17 Makassar, in 2021/2022 academic year. The researcher took five meetings for the research. The research has done from July-August 2021.

The population of the research was all of the 8<sup>th</sup> grade students of SMPN 17 Makassar academic year 2021/2022, it consists of 8 classes and each class consists of 33 students. So, the population of this study were 240 students. The reseacrher took samples of the students at 8<sup>th</sup> grade at SMPN 17 Makassar. This research consist of 33 students of class VIII-7 SMPN 17 Makassar. The reseacrher took samples of the students at 8<sup>th</sup> grade at SMPN 17 Makassar. This research consist of 33 students of class VIII-7 SMPN 17 Makassar. After collecting the data, the next step analyzed the data. This analyze compare student grades with grades during pre-test, treatment, and post-test. Researchers use it for both pre-test and post-test quantitative data analyze.

## FINDINGS AND DISCUSSION

This section presents the result the research. The researcher obtain two kinds of data, Pre-test and post-test results for writing skill components fokus on content, organization, mechanic, grammar, and vocabulary. The object of the

tests clustering method was used to measure students' writing ability before and after training.

Table 1 Students' Classification in Pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	0	0
2.	Good	70-84	4	12%
3.	Enough	60-69	4	12%
4.	Poor	50-59	7	21%
5.	Very Poor	<50	18	55%
<b>Total</b>			33	100%

The table 1 above show the students classification. The writer found that no students got an excellent classification, 4 students' reach the good classification, 4 students' reach the enough classification, 7 students' reach poor classification, and 18 students' reach very poor classification.

Table 2 The Students' classification in Post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	7	21%
2.	Good	70-84	25	76%
3.	Enough	60-69	1	3%
4.	Poor	50-59	0	0
5.	Very Poor	<50	0	0
<b>Total</b>			33	100%

The table 2 above show the students classification in post test. The writer found that 7 students got an excellent classification, 25 students' reach the good classification, 1 students' reach the enough classification, no students' reach poor classification, and no students' reach very poor classification.

Table 3 Paired Sample Test

		Paired Samples Test						t	df	Sig. (2-tailed)
		Paired Differences				95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
<b>Pair 1</b>	Pre-Test Post-Test	-28.606	13.661	2.378	-33.450	-23.76	-12.02			

The result of Test explained that Sig. (2tail) is 0000. The result provides the SIG. (2 latches) The table is lower than others. Therefore, the hypothesis (H1) was accepted and the null hypothesis (coughing) was rejected. It means that the using clustering technique can enhance students' writing skill in descriptive text at the 8<sup>th</sup> grade of SMPN NEGERI 17 MAKASSAR in the academic year 2021/2022.

## DISCUSSION

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps. Namely pre-test, treatment and post-test. The first step was giving pre-test to students. Before instructing treatment in clustering, a pre-test was made to know the students' writing ability scores. The second step applied the clustering technique to conduct treatment to students. The third step was giving post-test to the students to know their writing proficiency scores after applied clustering technique.

In the pre-test, the writer explained the test to all students in the classroom. The pre-test aimed at knowing a student's writing skills before receiving treatment, it seems that the students are not understanding the exam and the writer is actively asking questions. The results of the pre-test show that the students lack in writing skills. It seems that the students did not understand the exam and not active to the writer questions.

The researcher using clustering techniques by demonstrate the use of clustering techniques. The test was aimed at knowing the students' writing skills after they received treatment, and the students were particularly enjoying the activity using an interesting clustering technique. The post-test was given to students by the same explanation of the test at the pre-test. The test was aimed at knowing the students writing ability after they received treatment, and the students conducted the test quieter and faster. There were very significant differences based on students' scores and grades in the pre-test and post-test. Investigation showed that this investigation was successful and the average score on the pre-test was 52.27 and the post-test was 78.88. I noticed that students of SMPN 17 MAKASSAR at the 8<sup>th</sup> grade writing proficiency scores were different in pre-test and post-test.

After being given clustering technique method the students' is given post-test. The result of post-test is aimed to know how the students' score after using clustering technique. In short, the average score of pre-test is 52.27 while the average score of post-test is 78.88. It means that the result in post-test was better than pre-test.

It can be seen that after using the grouping technique, students have achieved good results in writing. With reference to the previous description, the conclusion is that in this research, grouping technique is used as a means of learning writing teaching. In fact, the theory was accepted and inspired students to improve the writing skills of SMPN 17 Makassar second-year students in the

2021/2022 school year. The students not only made some progress in academic performance, but also made some progress in behavior in the classroom. After the study was completed, the students' grades improved.

We can see in table 4.1 pre-test (before applying the clustering technique) and table 4.2 post-test (after applying the clustering technique). It can be seen that students development after giving treatment writing using the clustering method can improved the student's writing skills because the clustering method as a tool can help the brain work in finding words to use in writing, stimulating new ideas and allowing the students to focus on what they are doing. As mentioned out by Sinaga (2017:11) Clustering Technique was a powerful tool or technique that helps writers to arrange, generate and develop the writers' ideas in order to product a good writing.

Several obstacles were found because this research was carried out during the Corona virus pandemic, because education and learning activities were carried out at home. The writer must prepare extra teaching strategies, and gave students' information repeatedly.

From all of discussion of the result presented, the writer concludes that writing by using clustering technique is able to contribute in improving students' writing skills. It is because the clustering technique can help the work of brain in find out the words to be used in writing, giving a stimulus to find out of the new ideas, as well as making the students more focused on what they are doing.

## CONCLUSION

After conducting the research and analyzing data relating to the formulation of the problem, as well as several supporting and inhibiting factors, according to the research findings and discussion, the writer concluded that there was influence of using clustering technique method towards students' writing skill at the eighth grade of SMPN 17 Makassar in the academic year of 2021/2022. It could be seen on the results between the pre-test and post-test. The score of the post-test was higher than the score of the pre-test. Based on the result of data analysis and the discussion fun way in learning writing to stimulate the students to improve writing skill. Most of the students have low in writing skill before clustering method applied. The students' can improve their writing skill and actives while doing the activities. The result may inspire other writers to do similar research. It may also become the reference in teaching English especially in writing.

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