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The Effect Of Clustering Technique On Writing Recount Text Ability Of 3rd Semester Undergraduate Students Of UHKBNP

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Abstrak

Tujuan dari penelitian ini adalah untuk melihat bagaimana pengaruh "Clustering Technique" terhadap kemampuan menulis teks recount. Subyek penelitian ini adalah mahasiswa S1 UHKBNPP semester 3 yang berjumlah 80 mahasiswa. Peneliti menggunakan teknik kuantitatif dalam penelitian ini, memilih dua kelas, satu sebagai kelas eksperimen dan satu lagi sebagai kelas kontrol. Kelompok eksperimen akan diberi perlakuan "Teknik Pengelompokan", sedangkan kelompok kontrol tidak akan diberikan apa-apa. Instrumen penelitian berupa dua buah tes berbentuk esai. Selama tahap pengumpulan data, tiga fase harus diselesaikan: pre-test, treatment, dan post-test. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada kelas eksperimen adalah 83,03 sedangkan pada kelas kontrol adalah 78,53. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan "Teknik Pengelompokan" dalam kemampuan menulis teks recount mahasiswa S1 semester 3 di UHBNPP.

Kata Kunci: *Menulis, Teknik Clustering, Recount Text*

Abstract

The purpose of this research was to see how the effect of "Clustering Technique" on writing recount text ability. The subject of this research was 3rd semester undergraduate students of UHKBPNP, with the total 80 students. The researcher used a quantitative technique in this research, researcher choosing two classes, one as an experimental class and one as a control class. The experimental group would be given treatment "Clustering Technique", while the control group nothing. The research instrument was in the form of two tests in the form of essays. During the data collection stage, three phases must be completed: pre-test, treatment, and post-test. The results showed that the average score of students in the experimental class was 83,03, while in the control class it was 78,53. The results showed that there was a significant effect in the "Clustering Technique" in writing recount text ability of 3rd semester undergraduate students at UHKBPNP.

Keyword: *Writing, Clustering Technique, Recount Text*

INTRODUCTION

Writing is one of skill that is important for students because of some reasons. First, writing makes students strong in grammatical structure, idioms, and vocabulary. Second, writing makes students apply the language they have learned. Third, writing strengthens students to express their ideas in correct words and sentences (Febriyanto & Yanto, 2019).

Hyland (in Fidriani et al., 2021) states writing is among the most important skills that need to develop and involves composing skills and knowledge about texts, contexts, and readers. Writing as a part of the language skills must be taught optimally by the teacher to the students (Jocius et al., 2021). Through writing the students can exchange their ideas, thoughts, and experiences. In teaching writing students need to express their feeling in a good way (Liunokas, 2020). They need to express their ideas and emotion creatively, so that the reader can understand their writing (Kaufmann & Haans, 2021). Therefore, teacher plays important role in teaching writing (Fitria, 2018). Teacher's creatively and appropriate method should be implemented in the class while teaching writing in order to make students' good writing (Meinawati et al., 2021).

The researchers observe that the problems faced by the second semester students of UHKBPNP in writing, such as: 1) don't know how to write a topic or do not have an idea about what they want to write (Uktolseja et al., 2019); 2) unable to apply English in the written form. 3) can't recognize or improve a sentence or paragraph correctly 4) don't know how to organize ideas with the knowledge in vocabularies and grammatical rules and tenses (Ismayanti & Kholiq, 2020).

In order to make the students easy to write, the researchers need to implement the suitable technique in teaching functional text using genre based (Imran, 2022). The

researchers must use technique in teaching writing and must always give the motivation to students to get the English teaching effectively (Fauziyah et al., 2022).

One technique that can be used in teaching writing specifically functional text using genre based is to use clustering technique. With this technique in teaching functional text writing students can develop or issue ideas of creativity in writing functional text (Khasawneh & Al-Rub, 2020). Clustering technique is considered as one of the effective techniques which can help students to develop and arrange their ideas until they can produce good writing (Fitriani & Zaiturrahmi, 2022). Clustering technique is a kind of pre writing technique that can help students to express or explore their ideas related to topics (Wardana et al., 2022). In this technique, students are allowed to write many words related to topics that have already occurred (Dalle, 2019). In this way it is assumed that it can help students to develop words into sentences that can be understood into paragraphs and in the form of functional text using genre based (Fitri et al., 2022).

Based on the background description above, the researchers intend to conduct a research with the title "The Effect of Clustering Technique on Writing Recount Text Ability of 3rd Semester Undergraduate Students of UHKBPNP.

RESEARCH METHOD

The method of this research was quasi experimental design. It aimed to know whether Clustering Technique on writing recont text ability of 3rd semester undergraduate students of UHKBPNP. It will describe as follow:

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	Y1	X1	Y2
Control	Y1	X2	Y2

This research carried out at University of HKBP Nommensen Pematangsiantar, which is located on Jl. Sangnauuluh No.4, Pematangsiantar City, North Sumatera in the odd semester of the 2022/2023 academic year. The population of the research is the third semester students at University of HKBP Nommensen Pematangsiantar. The number of the population are 80 students that consist of the 3 classes. The sample of this research is two classes. It will choose class PIA1 and PIA2 as the sample. the research instrument is a tool used to measure the observed natural and social phenomena. In this research, the researchers will use one kind of instrument namely written test. The test will use in pre-test and post-test.

RESULT AND DISCUSSION

The Description of the Data

In this research the researcher took samples from two groups, namely the experimental class and the control class. PIA1 as the experimental class and PIA2 as the control class. All students in each class were given pre-test and post-test to collect data. The pre-test was given to students before the learning process, namely on December 2, 2022. After that, students in each class received a post-test which was given after the learning process or after treatment on December 12, 2022. After conducting the data in the research, the researcher collect student scores as a requirement to analyze the data. Before analyzing the data, all pre-test and post-test scores in each class were collected into a table.

The Data of Experiment Class

After the data has been collected through pre-test and post-test in each class, the researcher makes a score which is shown in the table form. The table below shows the pre-test and post-test scores in the experimental class. The experimental class consisted of 25 students with the following scores:

Table 2. The Pre-test score of Experimental Class

No.	Students	Rating Score					Score of Pre-Test (X)
		C	O	V	L	M	
1	AA	15	12	16	12	12	67
2	AGS	18	14	14	16	13	75
3	AL	14	12	16	14	14	70
4	AV	15	10	17	12	14	68
5	AN	16	13	15	18	12	74
6	AMS	13	12	17	14	15	71
7	AP	14	12	15	13	15	69
8	AG	16	10	14	13	14	67
9	CS	14	14	13	12	16	69
10	DM	17	11	13	17	14	72
11	EM	18	12	18	12	15	75
12	ES	16	14	16	12	14	72
13	EY	12	16	17	14	15	74
14	FS	18	12	14	13	14	71
15	FF	13	12	13	14	13	65
16	GRS	12	11	13	18	14	68
17	GOS	13	10	18	13	13	67

18	GG	16	12	18	13	14	73
19	IH	14	12	15	18	11	70
20	JS	16	16	14	16	13	75
21	KS	14	10	14	18	15	71
22	MAH	15	14	13	18	14	74
23	MRA	15	12	10	10	14	61
24	NR	14	12	15	16	15	72
25	NM	14	13	12	16	14	69
MEAN		15,03	12,61	14,25	14,08	13,69	69,72

Based on Table in the experimental class, the lowest pre-test score was 61, and the highest pre-test score was 75. There was one student who scored 61. Then, there were two students who scored 63. There was one student with a score of 65. There was one student with a score of 66. There were four students with a score of 67. There were four students with a score of 68. There were four students with a score of 69. There were three students with a score of 70. There were three students who get a score of 71. There were three students with a score of 72. There was one student with a score of 73. There were three students with a score of 74. There were three students who get a score of 75. And lastly, there were two students who get a score of 80. The average for the pre-test scores in the experimental class is 69,72.

According to Heaton (1988), students' writing skills in five aspects are as follows: This includes content (15,03) at a good to average level, organization (12,61) at a good to average level, vocabulary (14,25) at a good to average level, language use (14,08) at an average level. at the level of good to average, and mechanic (13,69) which is at the level of good to average. This shows that the experimental group's ability to write recount text is good in terms of content, vocabulary, and language use, but is still lacking in organizing paragraphs based on writing mechanics.

Table 3. The Post-test score of Experimental Class

No.	Students	Rating Score					Score of Post-Test (X)
		C	O	V	L	M	

1	AA	19	18	17	16	16	86
2	AGS	18	18	19	17	16	88
3	AL	17	14	17	16	15	79
4	AV	18	16	17	18	16	85
5	AN	16	15	18	18	14	81
6	AMS	16	14	17	17	18	82
7	AP	18	14	18	15	16	81
8	AG	16	16	18	14	14	78
9	CS	18	14	15	17	16	80
10	DM	17	14	16	17	16	80
11	EM	18	16	18	14	18	84
12	ES	19	14	17	14	13	77
13	EY	18	16	17	15	18	84
14	FS	15	17	16	14	16	78
15	FF	17	14	14	15	17	77
16	GRS	16	18	17	18	17	86
17	GOS	17	17	18	16	18	86
18	GG	18	18	18	17	17	88
19	IH	19	16	19	18	16	88
20	JS	16	19	18	16	17	86
21	KS	19	17	16	18	19	89
22	MAH	17	14	19	18	17	85
23	MRA	19	16	18	14	17	84
24	NR	16	18	18	18	17	87
25	NM	18	16	15	17	17	83
MEAN		17,31	15,94	16,97	16,25	16,56	83,03

Based on Table in the experimental class, the lowest post-test score was 77, and the highest pre-test score was 90. There were two students who scored 77. Then, there were three students who scored 78. There were two students who scored 79. There were three students with a score of 80. There were four students with a score of 81. There were three students with a score of 82. There was one student with a score of 83. There were five students with a score of 84. There were two students with a score of 85. There were five students who get a score of 86. There was one student with a score of 87. There were three students with a score of 88. There was one student with a score of 89. And lastly, there was

one student who get a score of 90. The average for the post-test scores in the experimental class is 83,03.

Aspects of students' ability in writing recount text on the post-test results in the experimental class are: content (17,31) at a very good level, organization (15,94) at a very good level, vocabulary (16,97) at a very good level, language use (16,25) at a very good level, and the mechanics (16,56) are at a very good level. This shows that the ability of students in the experimental class in writing recount text after receiving treatment is classified as good to average.

Data Analysis

Table 4. Variance and Standard Deviation in Post-Test of Experimental Group

Students	Experimental Group			
	X	$\bar{X}$	$(x-\bar{X})$	$(x-\bar{X})^2$
AA	86	83,03	2,97	8,82
AGS	88	83,03	4,97	24,70
AL	79	83,03	-4,03	16,24
AV	85	83,03	1,97	3,88
AN	81	83,03	-2,03	4,12
AMS	82	83,03	-1,03	1,06
AP	81	83,03	-2,03	4,12
AG	78	83,03	-5,03	25,30
CS	80	83,03	-3,03	9,18
DM	80	83,03	-3,03	9,18
EM	84	83,03	0,97	0,94
ES	77	83,03	-6,03	36,36
EY	84	83,03	0,97	0,94
FS	78	83,03	-5,03	25,30
FF	77	83,03	-6,03	36,36
GRS	86	83,03	2,97	8,82
GOS	86	83,03	2,97	8,82
GG	88	83,03	4,97	24,70
IH	88	83,03	4,97	24,70
JS	86	83,03	2,97	8,82
KS	89	83,03	5,97	35,62
MAH	85	83,03	1,97	3,88
MRA	84	83,03	0,97	0,94

NR	87	83,03	3,97	15,76
NM	83	83,03	-0,03	0,0009
$\Sigma (x-\bar{x})^2 = \Sigma da^2$				458,92

The following is the standard deviation of post-test in experimental group:

$$sa = \sqrt{\frac{\Sigma da^2}{Na - 1}}$$

$$sa = \sqrt{\frac{458,92}{36 - 1}}$$

$$sa = \sqrt{\frac{458,92}{35}}$$

$$sa = \sqrt{13,11}$$

$$sa = 3,62$$

Testing of Hypothesis

Standard Error of the Difference of Mean:

$$SE (Xa - Xb) = \sqrt{\left(\frac{sa}{\sqrt{Na}}\right)^2 + \left(\frac{sb}{\sqrt{Nb}}\right)^2}$$

$$SE (Xa - Xb) = \sqrt{\left(\frac{3,62}{\sqrt{36}}\right)^2 + \left(\frac{2,56}{\sqrt{36}}\right)^2}$$

$$SE (Xa - Xb) = \sqrt{\frac{13,10}{36} + \frac{6,55}{36}}$$

$$SE (Xa - Xb) = \sqrt{\frac{19,65}{36}}$$

$$E (Xa - Xb) = \sqrt{0,545}$$

$$SE (Xa - Xb) = 0,73$$

Finding out t-test:

$$t_{test} = \frac{\bar{Xa} - \bar{Xb}}{SE (Xa - Xb)}$$

$$t_{test} = \frac{83,03 - 78,53}{0,73}$$

$$t_{test} = 6,16$$

The results of the data analysis using the t-test formula statistics are 6.16. T-table can be seen in the statistical table at a significance of 0.05 with a degree of freedom (df) n-1 or 36-1 = 35. The table shows the number 2.03. Based on the previously designed hypothesis formula, the null hypothesis is rejected if the t-test is higher than t-table. Hypotheses can be described as follows: t-test > t-table (0,05), 6,16 > 2.03

Based on the calculation of the above hypothesis testing, it can be concluded that the t-test value "is higher than the t-table" value. Therefore it can be concluded that, "Alternative

Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected". With the test conducted in two different classes it can be concluded that the effect of clustering technique is very significant to be applied in teaching writing recount text (Simanjuntak et al., 2021).

Research Findings

Based on the results of data analysis, the researcher can conclude that the clustering technique has a significant effect in teaching writing recount text. The research findings are described below:

1. Clustering technique has a significant effect on writing recount text ability of 3rd semester undergraduate students of UHKBPNP
2. The mean score in the experimental class from the pre-test was 69,72 and the post-test score was 83,03.
3. From the results of the pre-test of the experimental group, the students' ability in writing recount text can be classified into five aspects. These aspects are content (15,03) at a good to average level, organization (12,61) at a good to average level, vocabulary (14,25) at a good to average level, language use (14,08) at an average level. at the level of good to average, and mechanic (13,69) which is at the level of good to average.
4. From the post-test results of the experimental group, students' ability in writing recount text can be classified into five aspects. These aspects are content (17,31) at a very good level, organization (15,94) at a very good level, vocabulary (16,97) at a very good level, language use (16,25) at a very good level, and the mechanics (16,56) are at a very good level.
5. The mean score in the control class from the pre-test was 67,11 and the post-test score was 78,53.
6. From the results of the pre-test of the control group, the students' ability in writing recount text can be classified into five aspects. These aspects are content (14,36) at good to average level, organization (12,89) at good to average level, vocabulary (13,39) at good to average level, language use (13,42) is at the level of good to average, and mechanic (13,39) which is at the level of good to average.
7. From the post-test results of the control group, students' ability in writing recount text can be classified into five aspects. These aspects are content (16,39) at very good level, organization (15,25) at good to average level, vocabulary (15,58) at good to average level, language use (15,67) at at the level of good to average, and mechanic (15,64) which is at the level of good to average.
8. The increase obtained by the experimental group in the post-test is 13,31.
9. The increase obtained by the control group in the post-test is 11,42

10. The standard deviation of post-test score in experimental group is 3,62.
11. The standard deviation of post-test score in control group is 2,56.
12. The degree of freedom (df) is 35 and the t-table at level of significant 0,05 is 2,03.
13. Testing hypothesis shows that t-test (6,16) is higher than t-table (2,03) at 0,05 of level significance. Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected.

Discussion

The clustering technique is known to be able to influence students' ability to write recount text. There are several reasons why the clustering technique affects students' ability to write recount text. In the experimental group and the control group, pre-test and post-test were given to see if there was a significant effect of the use of the clustering technique on student learning outcomes where the use of this technique was applied only to the experimental group to make a comparison in knowing students' abilities in writing recount text (Andriani et al., 2021). Based on the results of the analysis of the data obtained, the average value of the pre-test in the experimental group was 69.72. The data obtained showed that the students' ability in writing recount text was still low because the average value of the pre-test was below the minimum completeness criteria of 75. After being given treatment using the clustering technique, the average post-test score in the experimental group increased by an average value 83.03 (Arivazhagan et al., 2019). The five aspects of writing skills increased from moderate to poor, good to average, especially in the organization and mechanic aspects. This shows that the clustering technique can have a good influence on students' ability to write recount text (Murtisari et al., 2019).

When the researcher conducted the teaching process using the clustering technique, the researcher found several advantages, namely with the clustering technique students were more free to develop their ideas and make them into small circles and connect the ideas to a wider range, students also had more time to study the material presented given by the teacher. In class activities, students find it helpful to create their ideas about the recount text that has been explained by the teacher (Fitria, 2020). It is also able to make learning more productive and creative in the classroom (Hutauruk & Puspita, 2020).

The application of the clustering technique also has several obstacles, the most prominent of which is that not all students are able to create new ideas because the framework is not known before (Pasaribu et al., 2020). During the data collection process, some students copied texts from the internet, which could technically be considered a form of plagiarism. In addition, the teacher's role is very important in exercising greater control

over students by inspecting and supervising the students more closely to reduce the amount of noise and activities that are not related to the subject being taught (Popel et al., 2020).

When students achieve a better level of achievement in writing, it shows that they already have a deeper understanding of the material being studied (Birnie et al., 2019). Students will have the capacity to turn what they have in mind into written form and can be very creative in developing the writing. Strong writing skills require a lot of practice so it can be concluded that the clustering technique is feasible to be applied in the teaching and learning process of writing (Guerberof Arenas & Moorkens, 2019).

CONCLUSION

Based on the results and discussion of this research, it can be concluded that the clustering technique is very significant in developing students' writing skills. Based on the previously designed hypothesis formula, the null hypothesis is rejected if the t-test is higher than t-table. Hypotheses can be described as follows : $t\text{-test} > t\text{-table of } 0,05, 4,23 > 2,03$. The conclusion is that H_a is accepted and H_o is rejected. After that, the significance of this research can be seen from the average post-test scores of students who have different value ranges where the experimental class scores 83.03, while the control class only gets a score of 78.53.

The conclusions above, it can be defined that this research answered the research problem and has proven that the Clustering Technique can be an effective medium on writing recount text ability and to help improve the writing skills of 3rd semester undergraduate students of UHKBPNP. This technique can be a technique that is quite creative, interesting and innovative in the process of teaching and learning written language.

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