IMPROVING STUDENT'S WRITING ABILITY IN REPORT TEXT THROUGH CLUSTERING TECHNIQUE AT GRADE XI SMAN 1 SIABU

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ABSTRACT

Penelitian ini membahas tentang peningkatan kemampuan menulis siswa dalam teks laporan melalui teknik clustering di kelas XI SMAN 1 Siabu, masalah siswa dalam kemampuan menulis adalah siswa tidak memiliki ide untuk menulis, siswa tidak dapat mengembangkan ide untuk menulis, siswa tidak tertarik menulis bahasa Inggris dan guru bahasa Inggris tidak memiliki teknik yang tepat. Tujuan penelitian ini untuk mendeskripsikan pencapaian siswa dalam menulis teks laporan dan untuk mengidentifikasi faktor-faktor yang mempengaruhi siswa menulis teks laporan dengan menggunakan teknik clustering pada siswa kelas XI SMAN 1 Siabu. Metode yang digunakan adalah penelitian tindakan kelas dengan mengimplementasikan desain Kemmis dan Mc Taggart yang terdiri dari empat langkah. Itu adalah rencana, tindakan, observasi, dan refleksi. Selain itu, untuk menyelesaikan masalah penulisan teks laporan, peneliti menerapkan teknik clustering. Partisipan dari penelitian ini adalah semua siswa di kelas XI IPA3 SMAN 1 Siabu yang terdiri dari 28 siswa '. Instrumen pengumpulan data adalah tes dan observasi. Teknik analisis data adalah skor rata-rata dan uji-t. Berdasarkan hasil penelitian, menunjukkan peningkatan kemampuan menulis siswa dalam teks laporan melalui teknik clustering implementasi. Skor rata-rata siswa menunjukkan peningkatan dari siswa yang menulis teks laporan. Hasil tes pertama pada siklus pertama adalah 58,92 (25%) dan tes kedua pada siklus kedua adalah 83,28 (89,28%). Skor rata-rata dari siklus kedua lebih tinggi dari siklus pertama. Penerapan teknik clustering dapat meningkatkan kemampuan menulis siswa dalam teks laporan pada siswa kelas XI IPA 3 SMAN 1 Siabu, artinya hipotesis dapat diterima.

A. INTRODUCTION

English is an international language which has an important role in communication by people to interact with other people in the world. By speaking English everyone will be able communicate to international community in globalization era, we also made good relation with another country, and remember that good communication will make a good relation. Everyone must communicate well by using English in this era. English that is used to communicate in many aspects such as in politics, economy, education, technology, science, and culture.

Basically, in educational curriculum have three very important aspects they are cognitive, affective, and psychomotoric. Hopefully, working on this learning program the learners are able to speak English well. In Indonesia, English is a subject includes in senior high school. Based on school based curriculum (KTSP), there are four language skills that should be mastered by the students; they are, listening, speaking, reading, and writing.[1]

Writing is one of four language skills that is very important to learn. Writing is powerful process for describing, synthesizing, analyzing, interpreting, and communicating experience. As a result is part of the important language teaching and learning. Many people feel that writing is difficult, *First,* writing needed time to describe for anything to write. *Second,* writing can be edited and revised but too many revise make them lazy and let it. It will be possible to do mistake in writing especially grammar and vocabulary.

Meanwhile, writing is an important skill in life. The following illustration will be presented some significances of writing in life. The first, for described, like a proposal or project paper, in project paper there are characteristic of students when they started learning in classroom, and the characteristic of the researcher in writing. The second, for analyzing, there are several mistakes in the structures of sentences, grammar, vocabulary, and so on. If one of them didn't comprehend well, it will be difficult to analyze. The last, for communicating experience like in project paper, the researcher can communicate to the reader by writing. The researcher can be shared the experience with the other researcher by project paper. Based on illustration above, it has showed that writing is necessary in daily activity especially as a student who is learning writing.

The researcher has found from the school especially from the English teacher and students. The English teacher has used some ways when learning process such as; the teacher taught the students' based on their English book, given explanation about their learning, given the homework in group and individually. Actually, just a little partly of students' can understand the lesson, especially in writing. There are many students' problem can't write such as; the students do not comprehend well about vocabulary that makes the students facing

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[1]Curriculum SMANegeri 1 Siabu

difficulties in choosing the appropriate words in writing text; no ideas that make students lazy and difficult to begin to write; there is no motivation that make students shy and afraid of mistake in writing and lack of confidence. The students did not have interest in writing English.

Besides that, basedonthewriter'sobservation, when the writer interviewed one of the English Teacher at SMAN 1 Siabu

YusriAnnursaid :

Students have the problems in writing especially in developing idea, the students could not start their writing because they have not any idea, less motivate in writing because they think that writing is boring activity and it is uninteresting for them. Theystillconfusedinorganizingthewriting.The last, they often do somemistakes with the lack of knowledgein vocabularies.[2]

In senior high school, the basic competence that should be achieved in the writing English subject is the students have ability to express meaning and rhetorical structures in essay by using written language manner accurately, fluently and acceptable in everyday life context in form of report, narrative, and analytical exposition text.[3]

Report text is a kind ofresult perception, research, observation, or study about object, animal, people or place. Report text is a kind of text that gives general information about something and report text also to describe generic participants, it means a report text giving description of general classification or things.

Writing report text is a writing activity that purposes to tell somebody about something, especially something that you have experience. Writing reports are written about living things like plants and animals. From explanation above, the writer concluded that report text is necessary for everybody in variety of purposes and needs. So, if the students want described the things, peoples, and animals, they are able to understanding of report text.

Besides that, based on writers observation that students ability in writing report text is still low, they did not have many vocabularies to develop idea to write report text, they are also can't determine generic structure of the text. They

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[2] Miss YusriAnnur, S.Pd, *Private Interview to the English Teacher of SMAN 1 siabu.* (Siabu: SMAN 1,September 02th, 2016 on 10 pm)
[3] Syllabus SMA Negeri 1 Siabu

have difficulties to build and develop their ideas and they could not be able to write and communicate English well. Finally The English teacher always ask students translated the text.[4]

The problems above need to be solved in order to avoid flows in students as product of educations. Teachers neededanother interesting technique inteaching writing. There arealotoftechniquesinteaching writing like listing technique, outlining technique, story map technique, clustering technique, sketch and label technique. The writer wouldlike toproposeatechniquewhichis called clustering technique.

This technique is good and easy. It is effective to be used in teaching by the teacher. At least some reasons are available as background of the choice. First, clustering technique makesvisualmaptoproduceatopicrelatedtoeachother. Second, clusteringtechniquewillstimulusstudents'ideas,alsothey canmakeagood paragraphin everytypesofgenre. Third, clustering technique can help students to think a visual way, and last, clustering technique is another strategy that can generate materials for paper.

Based on the explanation above, the researcher is interested to conduct a Classroom Action Research, which purposes to improve students writing ability through clustering technique at grade XI SMAN 1 Siabu.

B. THEORITICAL DESCRIPTION
1. Writing

According to David Nunan: Writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts,, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a

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[4]SantriSafitri, *Private Interview to the Students of SMAN 1 Siabu.* (Siabu: SMAN 1,September 02th, 2016 on 09 pm)

product an essay, letter, story, or research report.[5]Similarly with Hamps Lyons in J. Michael O'Malley said that "writing is a personal act in which take ideas or prompts and transform them into ' self initiated ' topics "[6]

So, based on explanation above can be concluded that writing is the activity transferring the ideas and to describe a language in graph of symbols that understood by someone, so the readers can understand what the writer means.

According to O. Malley said that there are three purposes of writing, there are:

a. Informative writing, it means that the purpose are to share knowledge or give information, directions, or ideas.
b. Narrative writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
c. Persuasive writing, it means that writers attempt to influence others and imitate action or change.[7]

Evaluation of writing is task. The criteria of writing assessment is Grammar, vocabulary, mechanic, fluency and form.

2. **Report Text**

Report text is a kind of genre which has the aim to inform the reader. Basically, Report text is a kind of text that gives general information about something.[8]Then, according to OtongSetiawanDjuhari said that report text is a kind of pare result perception, research, observation, or study about object, animal, people or place.[9]A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information[10]

From explanation above can be concluded report text is a kind text to inform the things, peoples, and animals, which has the aim to inform the reader.

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[5] David Nunan, *Practical English Language Teaching*, (USA: The Mecraw Hill Companies, 2003).,p. 88.
[6] J. M. O'Malley & L.V. Pierce,*Authentic Assessment For English language Learners,*(USA: Addison Wasley Publishing Company : 1996)., p. 136.
[7]J. M. O'Malley & L.V. Pierce,*Authentic Assessments*,….p. 137
[8]Pardiyono, *PastiBisaTeachning Genre Based Writing* (Yogyakarta : Andi Offset, 2007),p. 271
[9]Otong Setiawan Djuharie, *Genre*,…………………, p. 26.
[10]Surya Luphani, *Report Text*, retrieved from *http://suryaluphani4.blogspot.co.id/2012/12/report-text.html*. Accessed on 24th March 2017

C. RESEARCH METHODOLOGY

The research would be conducted at SMAN 1 Siabu that is located on Jln. Medan Padang. Kec.Siabu, Kab. Mandailing Natal. This research conducted in academic year 2016/2017 and time of this research was done on 29 April until finished. This research is designed by classroom action research (CAR). According to Eriction S. Sabacan stated action research is the process by which practitioner attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions. Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. In this research the writer applied two cycles. Each cycle consists of two meetings each meeting consist of 90 minutes. So, there were four meetings during research process. Each cycle consist of four steps; planning, acting, observing, and reflecting.

The participants of this research is classroom XI IPA-3 of SMAN 1 Siabu in academic year 2016/2017 where they are totally 28 student's consisted of 7 males and 21 females. Instruments refer to tools which use by the researcher in collecting the data. In collecting the data, the researcher using instrument of data collecting is test and observation.

D. FINDINGS

The researcher found the result of students ability in writing report test after done the test in cycle 1 and cycle 2. The first test in the first cycle was about animal favorite. In this test 7 students found that got the score the Minimum Mastery Criterion (KKM) was 75 and 21 students more still didn't reach score was meant. Consisted from 28 students in the classroom XI IPA3, based on the test have done in the classroom, the result showed that there were 3 students got score 40; 2 students got score 45; 2 students got score 50; 3 students got score 55; 5 students got score 60; 3 students got score 62; 1 students got score 63; 1 students got score 65; 1 students got score 70; 7 students got score 75. The mean score was **58.92**, and the score percentage was **25** %.

Second test in the second cycle, the score of the students have improved. Some of the students got the score above Minimum Mastery Criterion (KKM)

was 75. From the test result can be concluded that 1 students got score 70; 1 students got score 70; 1 students got score 72; 1 students got score 74; 1 students got score 75; 1 students got score 77; 1 students got score 78; 3 students got score 80; 2 students got score 81; 1 students got score 82; 1 students got score 84; 1 students got score 85; 1 students got score 86; 2 students got score 87; 2 students got score 88; 3 students got score 89; 2 students got score 90; 1 students got score 91; 3 students got score 92.

From the total number of the students that there were of 28 students in the classroom XIIPA3, there were 4 students who didn't pass Minimum Mastery Criterion (KKM). The mean score of the second cycle II was **83.28** and the percentage was **89.28** %**.** Through clustering technique the students writing ability achievement in class XIIPA 3 showed good improvement.

Students writing ability improved significantly. The improvement was **58.92** (**25%**) in the first cycle and **83.28 (89.28 %)** in the second cycle.

Table 1
Comparative of Percentage Student's Comparison Study

No	Student's Initial	Cycle I First Test	Cycle II Second Test
1	AH	40	89*
2	AS	45	**70**
3	BM	45	**72**
4	FM	60	85*
5	JR	60	77*
6	JS	50	86*
7	IH	75*	92*
8	LS	70	84*
9	MD	55	**74**
10	ML	65	91*
11	MR	62	87*
12	NN	75*	92*
13	NH	75*	92*
14	MF	60	81*
15	MS	75*	90*
16	RA	63	80*
17	RA	50	81*
18	RD	55	78*
19	RF	75*	80*
20	SR	60	90*
21	SL	60	80*

22	SK	55	89*
23	SW	40	87*
24	SA	75*	89*
25	WY	62	88*
26	YR	75*	82*
27	YH	72	88*
28	ZA	40	75*
	Total	**1650**	**2332**
	Mean: $$M = \frac{\Sigma fX}{N}$$	**58.92**	**83.28**
	Percentage: $$P = \frac{R}{T} \text{ x } 100\%$$	**25 %**	**89.28%**

*: *The students who passed the KKM (75) in first cycle and second cycle*

The researcher also provided the graph that showed the comparative of the students achievement between first cycle and second cycle that could be seen below:

Figure 1
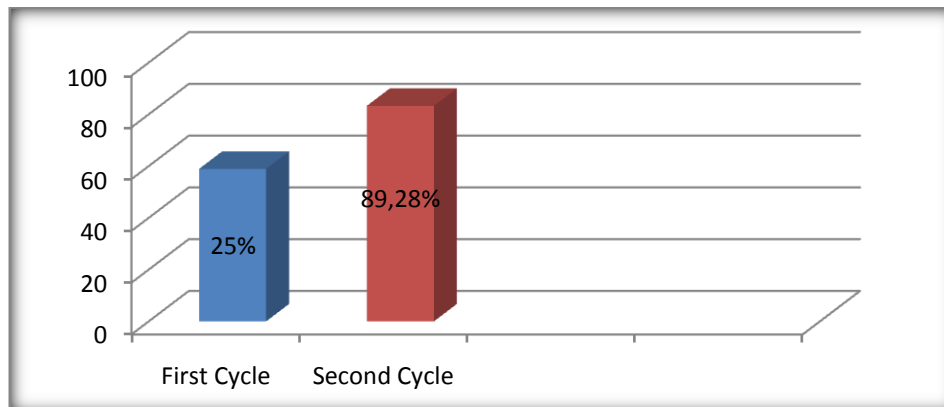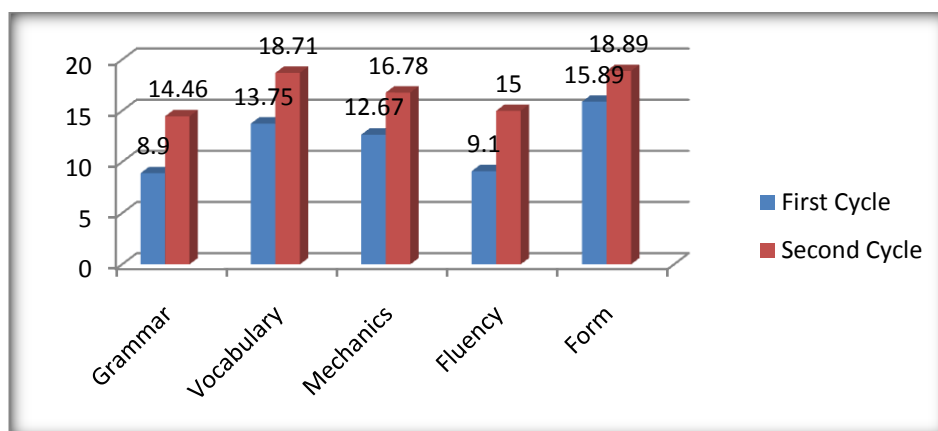**The Comparative Mean Score Between First Test and Second Test**

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Figure 2
The Comparative of Indicators Scores Between First Cycle and Second Cycle

The figure 1 & 2 above showed the improvement of students' ability in writing through clustering technique in XI IPA 3 SMAN 1 Siabu between first cycle and second cycle. It meant that clustering technique was indeed could improve the students ability in writing text especially in report text. The learning activity was more comfortable for the students where they could use their critical thinking while giving feedback toward their peer writing result and in the other side the students also received useful comments from their peer that could improve their writing ability. Finally the students writing ability improved significantly. The improvement was **58.92 (25%)** in the first cycle and **83.28 (89.28%)** in the second cycle.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

Table 2
The Calculation of Result t-test

No	Student's Initial	Cycle I	Cycle II	$D = X - Y$	$\sum D = D - M_D$	$\sum D^2$
1	AH	40	89*	49	24.54	602.21
2	AS	45	**70**	**35**	**10.54**	**111.09**
3	BM	45	**72**	**27**	**2.54**	**6.45**
4	FM	60	85*	25	0.54	0.29
5	JR	60	77*	17	-7.46	55.65
6	JS	50	86*	36	11.54	133.17
7	IH	75*	92*	17	-7.46	55.65
8	LS	70	84*	14	-10.46	109.41

9	MD	55	**74**	**19**	**-5.46**	**29.81**
10	ML	65	91*	26	1.54	2.37
11	MR	62	87*	25	0.54	0.29
12	NN	75*	92*	17	-7.46	55.65
13	NH	75*	92*	17	-7.46	55.65
14	MF	60	81*	21	-3.46	11.97
15	MS	75*	90*	25	0.54	0.29
16	RA	63	80*	17	-7.46	55.65
17	RA	50	81*	31	6.54	42.77
18	RD	55	78*	23	-1.46	2.13
19	RF	75*	80*	5	-19.46	378.69
20	SR	60	90*	30	5.54	30.69
21	SL	60	80*	30	5.54	30.69
22	SK	55	89*	34	9.54	91.01
23	SW	40	87*	47	22.54	508.05
24	SA	75*	89*	14	-10.46	109.41
25	WY	62	88*	26	1.54	2.37
26	YR	75*	82*	7	-17.46	304.85
27	YH	72	88*	16	-8.46	71.57
28	ZA	40	75*	35	10.54	111.09
	Total	**1650**	**2,332**	**685/ 28 = 24.46**	**-0.02/ 28 =- 0.00071**	**2968.92/ 28 = 106.03**

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of difference

$M_D = \frac{\sum D}{N}$

$= \frac{685}{28} = 24.46$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle, $D = X - Y$

N = 28 Students

SD_D = Standard Deviation from the difference score between First Test   and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{106{,}03}{28} - \left(\frac{0.00071}{28}\right)^2}$$

$$SD_D = \sqrt{3.79 - 0.0000000006}$$

$$SD_D = \sqrt{3.79}$$

$$SD_D = 1.95$$

$SE_{M D}$ = Standard Error from Mean of Difference

$$SE_{M D} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{1.95}{\sqrt{28-1}}$$

$$SE_{MD} = \frac{1.95}{\sqrt{27}}$$

$$SE_{MD} = \frac{1.95}{5.20}$$

$$SE_{MD} = 0.375$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{24.46}{0.375}$$

$$t_o = 65{,}23$$

Degrees of freedom (df) = N-1 = 28-1 = 27

The calculation result of t_o = 65.23, t_{table} with df = 27, level of significance in t table 5% is 40.113. It can be known that the result of t_o is bigger than t_t, it is 65.23>40.113. Based on the result, it means that there is a significant improvement between students' writing report text through clustering technique learning process result in the first cycle and second cycle.

E. **CONCLUSION**

Based on the findings of this research, the researcher conclude that :

1. Clustering technique could improve in teaching writing report skill at classroom XI IPA-3 SMAN 1 Siabu. It based on the students' writing score, the mean score in the cycle I was 58.92 (25%) then in the cycle II was 83.28 (89.28%). The students' improvement can be categorized into high motivation. Then the calculate result of t_o = 65.23, t_{table} with df = 27, level of significance in t table 5% is 40.113. It can be known that the result of t_o is bigger than t_t, it is 65.23>40.113. Based on the result, it means that there is a significant improvement between students' writing report text through clustering technique learning process result in the first cycle and second cycle.

2. Some factors that influence student's speaking ability by using clustering technique were internal factors that were grammar, vocabulary, mechanics, fluency, and form. Meanwhile, external factors that were the students who made noisy in the classroom, the students asked for permissions, the students who slept in the classroom, the students who sat in the move, the students who felt bored of this lessons. The solutions of the problems are; researcher motivated them, researcher teaching mostly about indicators writing.

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