

**USING CLUSTERING TECHNIQUE TO IMPROVE NARRATIVE
WRITING ACHIEVEMENT OF THE ELEVENTH GRADERS OF SMA
MUHAMMADIYAH 1 PALEMBANG**

A Thesis by

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SRIWIJAYA UNIVERSITY
INDRALAYA
2017**

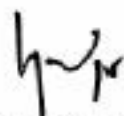
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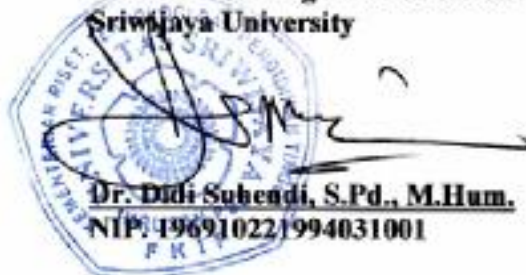
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Certify that this thesis entitled "Using Clustering Technique to Improve Narrative Writing Achievement of the Eleventh Graders of SMA Muhammadiyah 1 Palembang" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized this work.

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THESIS DEDICATIONS

- ❖ My beloved mother “Fartimah” and father “Suhardiman”. Thank you for your love, support, motivation and prayer. You are the best.
- ❖ My beloved sisters, “Rofifah Dwi Fani” and “Elvina Rhamadani”. Thank you for your love and support. I’m happy having you both.
- ❖ My “Geng Ulang Tahun” Thank you for your love and crazy friendship. I’ll miss you all.

MOTTO

-Mistakes teach how to get the key-

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Palembang, November 15th, 2017

The writer,

Resti Oktaviani

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USING CLUSTERING TECHNIQUE TO IMPROVE NARRATIVE WRITING ACHIEVEMENT OF THE ELEVENTH GRADERS OF SMA MUHAMMADIYAH 1 PALEMBANG

ABSTRACT

The study aimed to find out whether (1) there was any significant improvement in narrative writing achievement of the eleventh graders of SMA Muhammadiyah 1 Palembang after they were taught by using Clustering technique and (2) there was any significant difference in narrative writing achievement between the eleventh graders of SMA Muhammadiyah 1 Palembang who were taught by using Clustering technique and those who were not. This study used the pretest posttest non-equivalent control group design. The population of this study was 411 students, while the sample was 64 students taken by using purposive sampling. Writing test was employed to collect the data. The data were analyzed by using paired samples t-test and independent samples t-test using spss version 22. The result of this study showed that (1) the mean difference in posttest and pretest of the experimental group was 15.50 and p-value $0.000 < 0.05$. It means that there was a significant improvement in narrative writing achievement of experimental group, and (2) the mean difference between posttest of experimental group and control group was 14.06 and p-value $0.000 < 0.05$. It means that there was a significant difference in narrative writing achievement between the students who were taught by using Clustering technique and those who were not. The results of the regression analysis showed that each aspect of narrative writing gave the contribution. The highest contribution of students narrative writing achievement was structure 53.9%, followed by purpose 32.1%, development 5.8%, convention 5.0% and style 1.3%. All aspects of narrative writing gave a significant contribution to narrative writing achievement. Clustering Technique was effective in improving narrative writing achievement of the eleventh graders.

Keywords: *Clustering Technique, Narrative Writing Achievement, Eleventh Graders.*

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CHAPTER 1

INTRODUCTION

This chapter addresses (1) the background of the study, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1 Background of the study

As a productive skill, writing is an important language skill which is used for a medium of communication, especially in indirect communication. Writing is a part of learning process that has to be mastered by all students in Indonesia. According to Harmer (2004, p.31), “writing encourages students to focus on accurate language use because they think as they write”. Through writing students are able to express their ideas, thought and feeling in written symbols. The ideas that appear from students are the results of what they feel and writing is a way to produce language that comes from their thought. Harmer (2001, p.79) states that writing is a form of communication to deliver or to express feeling through written form. Obviously, the purpose of writing is to inform and communicate to other people about writers’ ideas.

Writing involves many aspects of language such as grammar, vocabulary, mechanics, content and organization (Hughes, 2003). The basic grammar helps students to compose a paragraph and when the students have good vocabulary they can explore deeply about what ideas they want to express properly. Mechanics include some matter such as spelling, punctuation and capitalization. Spelling is important in order to make a good writing. Content is what creates an argument, makes a statement, and depicts the writer’s thoughts. Organization is important for a paragraph or text to have which means that all of the sentences in it discuss only one main idea.

Compared with other skills, writing is reputed as the most difficult skill to teach and to learn as well. Tangpermpoon (2008, p.1) states “writing is considered as the most important among four skills of English”. Winner (2009) insists that writing is the most complicated skill which needs the elaboration of motor planning social thinking, organization skill, spelling, grammar, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as

writing is a means of communication (Depdiknas, 2003, p.6). However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

There are four types of writing: expository, persuasive, narrative, and descriptive. Narrative writing will be the focus in this study. According to Anderson and Anderson (2003), narrative is a text that tells a story and, in doing so, entertains the audience. It has characters, setting, and actions. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. Narrative paragraph is one of the best ways to create the students' creativity in writing because it is the easiest one. Kiefer (1983) states that among the kinds of the texts that can be taught to the students (descriptive, narrative spoof/recount, procedure, report, and anecdote), narrative is the easiest text to write. That is why narrative can be the first alternative taught to the students because in narrative they are taught to describe something and they can start from themselves.

English teachers of SMA Muhammadiyah 1 Palembang still find the students face a big problem in writing. An English teacher of SMA Muhammadiyah 1 Palembang said that her students, the eleventh graders still got barriers when she asked them to write a text. They copied some passages from internet to fulfill their assignment. Furthermore, she said that some of her students have low-average scores in writing whereas the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal or KKM) of SMA Muhammadiyah 1 Palembang is 66. Based on the curriculum of 2013, the main competence of writing for the eleventh grade students is that the students are able to express the meaning of functional written text and short essay in the form of descriptive, narrative, expository, and argumentative text in the daily life context.

A good technique can help students to comprehend the lesson. One alternative technique is the one commonly known under the term "clustering technique". Clustering technique is a good way to turn a broad subject into a

limited and more manageable topic for a short essay. Rico (2000, p.14) defines clustering as a nonlinear brainstorming process akin to free association. Clustering is one sort of the intervention technique which helps students generate, explore, gather and organize their ideas in a visual form prior writing. Langan (2008, p.25) states “In clustering, you use lines, boxes, arrows and circle to show relationship among the ideas and details that occur to you”. Clustering helps the students to get started and write effectively.

Based on the descriptive above, the writer was interested in conducting research entitled “Using Clustering Technique to Improve Narrative Writing Achievement of the Eleventh Grade students of SMA Muhammadiyah 1 Palembang”. This study would investigate whether or not clustering technique is effective to improve the students’ narrative writing achievement.

1.2 Problems of the Study

The problems of the study were formulated in the following questions:

- 1) Was there any significant improvement in narrative writing achievement of the eleventh graders of SMA Muhammadiyah 1 Palembang after they were taught by using Clustering technique?
- 2) Was there any significant difference in narrative writing achievement between the eleventh graders of SMA Muhammadiyah 1 Palembang who were taught by using Clustering technique and those who were not?

1.3 Objectives of the Study

Based on the problems mentioned above, the objectives of the study were to find out whether or not:

- 1) There was any significant improvement in narrative writing achievement of the eleventh graders of SMA Muhammadiyah 1 Palembang after they were taught by using Clustering technique.
- 2) There was any significant difference in narrative writing achievement between the eleventh graders of SMA Muhammadiyah 1 Palembang who were taught by using Clustering technique and those who were not.

1.4 Significance of the Study

The writer expects that this study would be useful for English teachers who want to improve, motivate and encourage their students to write, especially in writing narrative text. Besides, this study could hopefully be beneficial for students to improve their ability in learning English skills, especially in developing their writing skill. Finally, the writer expects that the results of this study would give more information and knowledge as a source for further studies. For the writer herself, this study would improve her English and enlarge her knowledge.

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