

**USING CLUSTERING TECHNIQUE TO IMPROVE SPEAKING  
PERFORMANCE OF 10<sup>th</sup> GRADE STUDENTS OF SMA NEGERI 4 LAHAT**

A Thesis by:

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English Education Study Program

Language and Art Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2016

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Certify that thesis entitled “Using Clustering Technique to Improve Speaking Performance of the 10<sup>th</sup> Grade Students of SMA Negeri 4 Lahat”, is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized this work.

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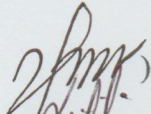
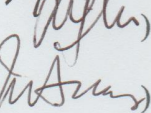
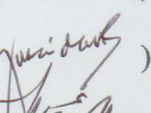
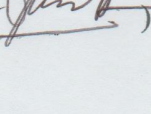

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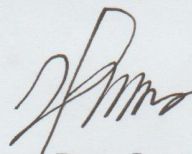
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Indralaya, Maret 2016

The Writer,

Devita Veronnika

## DEDICATION

This thesis is dedicated to :

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# MOTTO

You will see the  
brightest stars  
in the darkest  
night.

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## USING CLUSTERING TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF THE 10<sup>TH</sup> GRADE STUDENTS OF SMA NEGERI 4 LAHAT

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### ABSTRACT

The objectives of this study were (1) to find out whether or not there was a significant improvement in speaking performance between the 10th grade students of SMA Negeri 4 Lahat before and after treatment, (2) to find out whether or not there was a significant difference in speaking performance between the 10th grade students of SMA Negeri 4 Lahat who were taught by using clustering technique and those who were not. The sample of this study was 60 students of the 10th grade students of SMA Negeri 4 Lahat, which were divided into control and experimental group, and each group had 30 students. To collect the data, each group was assigned pretest and posttest. The data analyses used was paired sample t-test and independent sample t-test. The result from paired sample t test showed that the mean difference in posttest and pretest of experimental group was 17.6334 at the significance level of  $p < 0.05$  and since  $t$ -obtained was higher than  $t$  table ( $9.549 > 2.045$ ),  $H_0$  was rejected and there was significant improvement in speaking performance of experimental group. The result from independent sample t-test showed that the mean difference between posttest of experimental group and control group was 6.97 at the significance level of  $p < 0.025$  with  $t$ -obtained  $>$   $t$ -table ( $2.91100 > 2.00172$ ). Since  $t$ -obtained was higher than  $t$ -table,  $H_0$  was rejected and there was significant difference in speaking performance between students who were taught by using clustering technique and those who were not. Furthermore, the mean difference from the experimental group was higher than that of control group ( $17.6334 > 1.5667$ ).

*Keywords: teaching speaking, clustering technique*

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## CHAPTER I

### INTRODUCTION

This chapter presents (1) background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significant of the study.

#### 1.1 Background of the Study

Speaking is the active use of language to express meaning so that other people can make sense of them. Hornby (2005, p. 1467) states that speaking is to be able to use a particular language. Speaking is natural skill, which the human began to develop in the first year of life. Linse (2006, p. 47) also states that speaking is equally important in children's overall language development. Speaking is one of the important skills in learning English. According to McDonough and Shaw (1993), speaking skill is a skill which enables people to produce utterances. In other words, people genuinely want to communicate something to achieve a particular end.

Speaking is the hardest skill when students learn to speak English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows: (1) *Inhibition*, students are worried about making mistakes, fearful or criticism, or simply shy, (2) *Nothing to say*, students do not have the motivation to express themselves, (3) *Low or uneven participant*, only one participant can talk at a time because of large class and the tendency of some learners to dominate, while others speak very little or not at all, (4) *Mother-tongue use*, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Huda's research (2000) on the students in eight provinces with a total of 6056 respondents found the reasons why Indonesian students lack in English speaking skill. The result of her research showed that in teaching and learning process the teacher used the combination of English and Indonesian (75, 5%). Only 4, 8% of them reported that their teachers spoke English, and 19, 6%

reported they only used Indonesian. Additionally, Arpani (2011, p. 4) explains on his thesis that in Palembang, speaking skill does not have enough portions in English teaching and learning activities. There are many factors that make language learners in Indonesian unable to speak English well. According to Juhana (2012, p. 104), related to psychological factors fear of making mistakes range first (37%), while shyness is the second (26%), followed by anxiety (18%), lack of confidence (13%), and the last is lack of motivation (6%).

Based on an observation at SMA Negeri 4 Lahat, conducted on January 28<sup>th</sup> 2015, most of the students had difficulties to express their ideas and feelings orally. Some students were afraid and shy to be active in speaking. They said that they did not understand how to speak English very well and felt uneasy to try it. In addition, the teachers never gave an interesting technique, so it made students bored. Sometimes, teachers did not give chance to students to speak or give their ideas in the classroom, so the students were not accustomed to speak in their daily life.

There are some strategies which can be used to make students interested in speaking and wanted to share their ideas in speaking. One of them is Clustering Technique. Rico (2000) states clustering as the nonlinear brainstorming process akin to free association. Clustering is a grouping of ideas to help students speak. Oshima and Hogue (1999, p. 8) state that clustering is brainstorming activity that can be used to generate the ideas. In addition, Deporter and Hernacki (1999, p. 81) state that clustering is the way to classify the ideas and share into a piece of paper by making the connection with core idea. Clustering is the technique organizes the idea with form of 5W+H. Durukafa (1992) states that while forming the cluster, Students begin to write without searching for answer to the questions like what, where, who, when, how.

This study focused on improving students' skills in speaking descriptive monologue. Descriptive monologue is learned by the 10<sup>th</sup> grade students of SMA Negeri 4 Lahat as it is by curriculum KTSP. Gerrot and Wignel (1998) state that

descriptive text is a text which describes what a person, things, or place is like. Similarly, the purpose of speaking descriptive monologue is to describe what a person, things or place is like. Therefore, in this study, clustering technique was used to improve speaking performance of the 10<sup>th</sup> grade students of SMA Negeri 4 Lahat in speaking descriptive monologue.

SMA Negeri 4 Lahat was chosen because of some factors. Based on the observation that was done, most of the students had low English score especially students' speaking performance, whereas the students were demanded to speak English because the school was an international school in Lahat. Moreover, the students were not interested in learning English especially speaking. The students tend to not speak English because it was difficult for them to find the idea to speak English. So, Clustering Technique was hoped to be able to help the students to organize the ideas to make them easy to speak.

Based on the description above, this study was entitled "Using Clustering Technique to Improve Speaking Performance of the 10<sup>th</sup> Grade Students of SMA Negeri 4 Lahat". This study was done to make the students more creative in speaking through clustering as the technique, because Clustering Technique is a good way to construct and share the students' ideas.

## **1.2 The Problem of the Study**

The problems of the study were (1) "Is there a significant improvement in speaking performance between the 10<sup>th</sup> grade students of SMA Negeri 4 Lahat before and after treatment?" (2) "Is there a significant difference in speaking performance between the 10<sup>th</sup> grade students of SMA Negeri 4 Lahat who were taught by using clustering technique and those who were not?."

## **1.3 The Objective of the Study**

Based on the problem of the study, the objectives of study were (1) to find out whether or not there was a significant improvement in speaking performance between the 10<sup>th</sup> grade students of SMA Negeri 4 Lahat before and after

treatment, (2) to find out whether or not there was a significant difference in speaking performance between the 10th grade students of SMA Negeri 4 Lahat who were taught by using clustering technique and those who were not.

#### **1.4 The Significant of the Study**

The result of this study is expected to bring significant improvement to the students' speaking performance. This research is to provide implications and inputs to schools and teachers to encourage students to speak. It is also expected that the use of clustering technique can be used as an alternative for students or teachers of English as a means to generate ideas for speaking activities.





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