

# IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXT THROUGH CLUSTERING TECHNIQUE AT STATE ADMINISTRATION PROGRAM OF ISLAMIC UNIVERSITY OF KUANTAN SINGINGI

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## ABSTRAK

Penelitian ini bertujuan untuk mendapatkan jawaban bagaimana *Clustering Technique* meningkatkan keterampilan siswa dalam menulis teks *Narrative* menjadi lebih baik, dan untuk mendapatkan jawaban faktor-faktor apa yang mempengaruhi peningkatan keterampilan menulis tersebut. Penelitian ini adalah penelitian Penelitian Tindakan Kelas (PTK). Adapun partisipan pada penelitian ini adalah seluruh mahasiswa jurusan Administrasi Negara yang berjumlah 40 mahasiswa. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari dua kali pertemuan. Penelitian ini dilaksanakan pada tanggal 24 September 2018 sampai dengan 30 Desember 2018. Peneliti mengumpulkan data melalui lembar observasi, catatan lapangan, wawancara, dan tes menulis.

**Kata-Kata Kunci:** Clustering Technique, Narrative Text, keterampilan menulis, siklus, peningkatan.

## ABSTRACT

The objectives of this research are to find out how Clustering Technique improves the students' writing skill of Narrative text, and what factors that influence the improvement of the students' writing skill. This is a Classroom Action Research (CAR). The participants of the research are the students of State Administration Program, which consist of 40 students. The research is conducted in two cycles, which each cycle has two meetings. It will be conducted from September 24th 2017, up to Desember 30th, 2018. The researcher will gather the data in each cycle from observation checklists, fieldnotes, interviews, and writing tests.

**Key words:** Clustering Technique, Narrative Text, writing skill, cycle, improvement

## Introduction

Writing might be a problem for some students in learning English because there are many aspects should be considered. The aspects are content, grammar, vocabulary, form, mechanics and style. Besides, learners need to know to whom they will interact with, and why they have to write. It means that writing is communicative since it is an interactive activity. A writer should know how to express their ideas and how to build their messages in their writing. Yet, not all people can write well. Some of them find difficulties in writing.

Writing is one of the four language skills that must be learned by the students at school. The students are able to express their ideas into written forms. Based on the curriculum, the students have been taught how to write.

However, based on the writer's observation, as long as she taught English in University of Kuantan Singingi, many students still had difficulties in mastering English skills especially writing. Even though they had studied English for six years, in junior and senior high school, their writing ability were still bad. There were some aspects that made students had difficulties in writing. The first one was the students' difficulties in expressing their ideas in written form. Based on the writer and their teacher's analysis, the students could not develop their ideas to write narrative text well. They did not know where to put the orientation, complication and resolution. Besides, the students did many mistakes in using past tense and choosing vocabulary. For example, they wrote 'want' for 'wanted' and 'cut off' for the word 'decided'.

Based on those phenomena, it is essential for the lecturers to use an appropriate technique that can help students to generate ideas about a topic that has to be developed. One of the techniques is the use of clustering technique. Clustering is one of prewriting technique that is used to generate ideas. The writer considers that clustering is easier used than other prewriting technique because the students only jot down what they think in bubbles. In clustering, the students can write any ideas in bubbles.

This clustering technique had been applied by Rozana (2005). She focused on using clustering in writing descriptive paragraph. The title of her research was "A Study on the Use of Bubble Network System to Develop Writing Ability of the Second Year Students of SMAN 2 Pekanbaru". After she applied the clustering technique in writing descriptive paragraph, the students' scores increased 9.17 or 11.46%. In this case, the writer will focus on the clustering technique in teaching narrative text. That's why the writer wanted to apply Clustering technique in writing narrative text at State Administration Program Islamic University of Kuantan Singingi.

Writing a personal narrative implies that one tells some story about him/her, about something that happened in one's life. This experience should be one that has meaning for him/her, or something she/he would be willing to explore to find meaning.

Clustering is one of prewriting that can help students to generate ideas in mind in written form. In other word, Langan (2000:28) in Rozana (2005:10) states that clustering is same as bubble network or mapping of words. It means that one

writes the ideas in the bubbles as a map and writes the bubble network to add more ideas.

Homepage (2003:2) is quoted by Rozana (2005:10) also says that clustering technique is an effective visual technique for teaching writing because it helps students to generate ideas and clarify their thinking where idea mapping's non-linear, visual and free form style can help to eliminate barriers to creative writing.

In additional, Bean (1988:14) says that clustering is something like listing making except that you fill your page with circles and lines. The clustering begins by drawing circles and each circle becomes a new centre of focus. In clustering, a student writes down the central fact or idea in the middle of the page and connects it to other facts or ideas, represented by using 'key word'. It is stated by Trzeciak (1994:25) that key word itself is one that sufficient for he/she to remember information.

From the definition above, it can be said that clustering is an effective technique in prewriting of writing process.

There are some possible steps that might be applied in using clustering technique in teaching narrative. Based on the writer's understanding to the theories discussed in this study and the writer experience in teaching narrative, the writer's notice some steps as follows:

1. Explain the students the meaning of narrative,
2. Explain the generic structure of a narrative text and past tense,
3. Explain the meaning of clustering technique, its function and the way to use it,
4. Choose one topic and write it down in a bubble,
5. Ask the students to think any words that they think relate to the unfinished branches,
6. Draw the unfinished branches and ask the students to continue until the ideas associating.

## Method

The writer plans to use clustering (bubble network) in order to improve the students' ability in writing narrative texts. The subject of this study is the first semester students of state administration of Islamic University of Kuantan Singingi, because the writer found students' difficulties in writing in this class. Before the writer implemented the use of clustering, she makes steps that are done in this research. For the first time, the writer will ask the students to write a narrative text entitled "Unforgettable Experience" in order to analyze their ability in writing narrative text. It is useful for considerable appropriate treatments. Then, the writer will give treatments by applying clustering technique in teaching narrative. The writer will use four stages in treatment. At last the writer gave post-test. The writer will ask the students to write another narrative text entitled "A Memorable at the School", in order to know the result of this study, whether the clustering give improvement to the students or not. To collect the quantitative data, the research used test and task while to collect the qualitative data, the research used observation sheet and field note. The data were analyzed with *quantitative analysis* and *qualitative analysis*.

The writer presents the table of the students' rate of each component of writing ability in this research. It will show the ability of the students in grammar, vocabulary, mechanics, form or organization, and fluency.

To analyses the level of the students' writing ability, the writer uses the following formula:

$$Score = G + V + M + F1 + F2$$

Where: S = Students' score

G = Students' ability in Grammar  
 V = Students' ability in Vocabulary  
 M = Students' ability in Mechanics  
 F1 = Students' ability in Form or Organization  
 F2 = Students' ability in Fluency

$\sum X^2$  = The square of the total individual deviation  
 N = the number of students  
 I = the constant number  
 (Hatch & Farhady, 1982:59)

Interpretation of the Students' Score in Term of the Level of Ability

(Harris:1973) quoted by Rozana (2005)

To know the real score of the students is used the following formula:

$$RS = \frac{TS}{30} \times 100$$

Where: RS = Real score of each individual

TS = Total score of the aspect of writing

To know the students' ability in pre-test and post-test, the data that already collected were analyzed by using the following formula:

The average score as follow:

$$\bar{X} = \frac{\sum x}{N}$$

Where:  $\bar{X}$  = The average of the test

$\sum x$  = The total score of the correct answer  
 N = the number of the students

The second formula is to find out the result of standard deviation:

$$T\text{-test} = \sqrt{\frac{\sum X^2}{N-1}}$$

Where: S = Standard deviation

In order to know the increase of the students' ability, the writer will compare the average score of

Test score	Level of ability
86-100	Excellent
76-85	Good
66-75	Fairly good
51-65	Fair
0-50	Poor

pre-test and post-test in the T- test formula:

No	score	Ability Level	R1		R2		R3	
			F	P	F	P	F	P
1	86-100	Excellent	0	0	0	0	0	0
2	76-85	Good	4	15.38	2	7.69	1	3.85
3	66-76	Fairly Good	8	30.77	1	3.85	2	7.692
4	51-65	Fair	10	38.46	1	3.85	3	11.54
5	0-50	Poor	4	15.38	22	84.62	20	76.92
TOTAL			26	100	26	100	26	100

T-test =

$$\frac{X_1 - X_2}{\sqrt{\frac{(S_1)^2}{N_1} + \frac{(S_2)^2}{N_2}}}$$

Where: T-test = the value for comparing two means

X1 = Mean of the score in pre-test

X2 = Men of the score in post-test

$S_1$  = Standard deviation of pre-test  
 $S_2$  = Standard deviation of post-test  
 $N_1$  = Number of the sample in pre-test  
 $N_2$  = Number of the sample in post-test

(Hatch & Farhady, 1982:107)

### Findings and Discussion

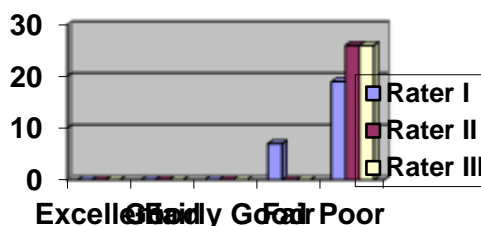
For the research purpose, from 36 students, there were 26 students who did pre-test and post-test. The writer gave a writing test for the students. Then the students' writing was scored by using the *Analytic Methods* which was quoted from **Huges (1993:91-93)**. The aspects of writing which were evaluated were grammar, vocabulary, mechanics, form, and fluency.

Before conducting a treatment, the writer had given pre-test to the students. It was done to know the ability of the students in writing. The writer asked three raters to evaluate the students' writing. The writer calculated their percentages in order to know their ability level in writing.

The Students' Pre-test Score and Their Ability

Note :

$R_1$  = Rater 1  
 $R_2$  = Rater 2  
 $R_3$  = Rater 3  
 F = Frequency  
 P = Percentage



From the graph above, it can be seen that none of the students based on each rater got excellent, good, and fairly good. According to rater I, there is 26,92 % of the students' got fair and 73,08 % students got poor. Based on rater II and III, there are none of the students got excellent, good, fairly good and even fair. All of them got poor.

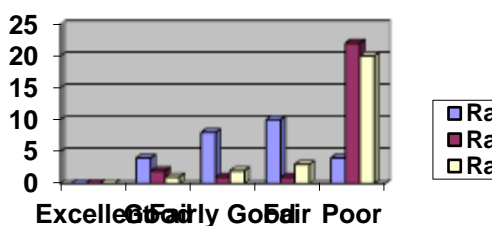
After the pre-test had been given, the writer carried out a treatment that was the use of clustering technique in teaching

No	score	Ability Level	R1		R2		R3	
			F	P	F	P	F	P
1	86-100	Excellent	0	0	0	0	0	0
2	76-85	Good	0	0	0	0	0	0
3	66-76	Fairly Good	0	0	0	0	0	0
4	51-65	Fair	7	26,92	0	0	0	0
5	0-50	Poor	19	73,08	26	100	26	100
TOTAL			26	100	26	100	26	100

writing to 26 students. At the last meeting, the writer gave the students to the students.

Then, the writer calculated the percentage of this group, after evaluating the students' answers and computing the students' scores in order to know their ability level in writing because they had been given a treatment in writing by using clustering technique. All of the results of the post-test is presented in appendix X. The result of each rater was combined and then divided by three. The students' scores in post-test are presented in appendix XI-XIII.

The Students' Post-test Score and Their Ability



Note :  
 R1 = Rater 1  
 R2 = Rater 2  
 R3 = Rater 3  
 F = Frequency  
 P = Percentage

From the graph above, it can be seen that none of the students based on each rater got excellent. According to rater I, there is 15.38 % of the students' got good, 30.77 % got fairly good, 38.46% got fair and 15.38% got poor. Based on rater II, there are 7.69% students were good, 3.85% for each got fairly good and fair, 84.62% got poor. According to rater III, there is 3.84% of the students got good, 7.69% got fairly good, 11.5 % got fair and 76.9 % got poor.

In this research, to know the students' pre-test and post-test writing ability, the data were analyzed. The average score of this group in pre-test and post-test were analyzed by using statistical analysis.

The average score of this group in pre-test and post-test:

Pre-test Average Score	Post-test Average Score
29.35	49.65

From the data above, the average score of pre-test is 29.35 and the average score of post-test is 49.65. So, the different mean between the pre-test and post-test is 20.3

Then, the writer calculated the individual deviation and the individual deviation square of the students to find the standard deviation in pre-test and post-test. It was obtained from the total individual deviation square (see in appendix VII and XIV) divided twenty six minus one and then taken its square root. The data analysis can be seen in appendix XVI.

Standard Deviation of Pre-test and Post-test:

Standard Deviation of Pre-test	Standard Deviation of Post-test
6.06	10.06

Here, the standard deviation of pre-test is 6.06 and post-test is 10.06. The different standard deviation between the pre-test and post-test is 4. After the standard deviation was got, the writer found the t-test in order to know the increase of the students' writing ability. It can be seen in appendix XVI.

Here, the t-test is -13.8. The degree of freedom of this group could be calculated as follow:

- d. f= N-1
- d. f= 26-1
- d. f= 25

The increase of the students' score can be seen in the following table:

The Increase of Students' Score

	N	Mean	Increase	d.f	T-test	T-crit
Pre-test	26	29.35	20.3 = 78.07%	25	-13.8	2.00
Post-test	26	49.65				

It shows that the average score of the pre-test is 29.35 and the average score of post-test is 49.65. It means that there is an

increase of the students' writing ability after they were taught by using the clustering technique.

The progress above explains that the clustering technique can improve the students' writing ability for 20.3 or 78.07%. It means that the students' ability in writing increased after they had been taught by using clustering technique.

The degree of freedom is 25. It is at level 0.5. Consequently, the critical value is 2.00. It means t-test is lower than t-critical ( $T\text{-test} < T\text{-crit}$ ). The increase is statistically significant, because t-test is -13.8, while t-critical is 2.00, it is about 20.3 or 78.07%. So, the clustering technique is good to use treat in teaching writing. The data analysis of pre-test and post-test can be seen in appendix XVI.

The improvements can be seen from all of the aspects of writing. The highest increase is in form because it was easier to the students to flow ideas on one another. The score increased 36. The students were able to use appropriate transition markers. Besides, the writer had two meetings in teaching generic structure of narrative text. It influenced the students' mastering in form. While, the lowest increase is in mechanic because the students did many mistakes in word spelled, punctuation and capitalization. The score increased 26.66. The other increase is in vocabulary. The score increased 33. It might be caused by the clustering technique, because the students were accustomed to generating their ideas in the bubbles. The data can be seen in table 4.5.

The Improvement Aspects in Writing

In this research, the writer presents the results of observation based on her

	Grammar	Vocabulary	Mechanic	Form	Fluency
Pre-test	42.33	43.33	44.67	54	44.67
Post-test	72.33	76.33	71.33	90	77.33

daily activities as follows:

NO	ACTIVITIES	RESPONDS
1.	Class Activity	- Most students listened to the teacher when she explained the clustering technique and other aspects of writing, - There were 2 or 7.6% students asked questions about clustering in stage 1 (BKOF) and stage 2 (MOT),
2.	Group activity	- There were 4 or 15.3% students gave their ideas in filling the bubbles in stage 1, - None of the students gave commend about the study,
3.	Individual activity	- In group activity, there were about one or two students gave ideas in their narrative text for

		<p>each group, one student wrote the result and one student read their story in front of the class,</p> <ul style="list-style-type: none"> <li>- The students used clustering in starting their narrative text,</li> <li>- There were 2 or 7.6% students asked about their writing to the teacher,</li> <li>- None of them asked to their friends.</li> </ul>
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After doing all of the steps in this research, the writer found some strengths and weaknesses during the treatment by using clustering. The strengths are:

1. Students were interested in following the lesson because they became active to give their ideas and wrote them into the bubbles
2. Students were happy because they got many ideas to write their narrative text.
3. Clustering technique increased the students' vocabulary.
4. In ICOT, most of them did their writing by themselves. There were two students consulted about their writing to the teacher. None of them asked to their friends.

In this research, the writer not only found the strengths, but also the weaknesses. As long as the writer taught clustering technique, most of students were noisy to fill the bubbles in front of the class. It also happened when they were asked to give their ideas in the bubbles in a group.

**Conclusion**

This research describes the students' writing ability, especially in writing a narrative text. After analyzing the data, the writer found that her students' score in pre-test was lower than post-test. After teaching the clustering technique, the writer found a significant improvement. Based on the description above, the writer draws the following conclusions:

1. Based on the result of post test. The writer found a significant in students' writing ability. It can be seen from the students' post test score. The average of pre test is 29.35, while the average score of post test is 49.65. It means that the students' writing ability after using clustering technique increased 78.07%.
2. There is a significant influence of clustering technique used in teaching narrative texts of the first Semester Students of State Administration of Islamic University of Kuantan Singingi.

1. Based on the result of average scores of three raters in pre-test and post-test, there is an increase from 29.35 in pre-test to 49.65 in post-test. Yet, the level of ability is still in poor.

**Suggestion**

Based on the conclusions above, the researcher has some suggestions as follows:

1. It is much better for an English teacher to use clustering techniques a prewriting technique in teaching writing,
2. An English teacher should know the appropriate technique in order to motivate students to practice their writing,
2. The students should use clustering technique as the first step in writing a text.
3. The writer suggests other teachers to use more than one cycle in applying



clustering technique in order to get better result.

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