

**THE EFFECTIVENESS OF CLUSTERING TECHNIQUE  
USING MINDJET MANAGER TOWARD STUDENTS' ABILITY IN  
WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF  
SMPN 11 PALANGKA RAYA**

**THESIS**



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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTEMENT  
THE STUDY PROGRAM OF ENGLISH EDUCATION  
2018 M/1438 H**

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**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
in partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



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Thesis Title : **THE EFFECTIVENESS OF CLUSTERING  
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SMPN 11 PALANGKA RAYA**

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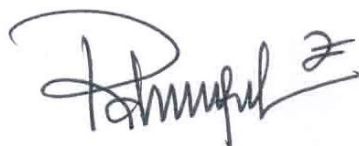


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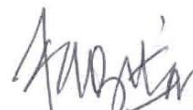
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Peace is unto you and God's mercy and blessing as well.

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## MOTTO AND DEDICATION

Always be yourself no matter what they say  
and never be anyone else even  
if they look better than you

This Thesis is dedicated to:

My beloved Father Muhammad Ardiansyah (Alm) hope you are proud of me, i love you dad. My beloved Father Sudi and Mother Martasiah for their valuable endless prayer, love, material, motivation and support to finished my study. My beloved husband Heri Sriyono for the love, material, motivation and support. Thank you so much for everything that you gave to me, always cheer me up and never hopeless to me. My beloved brothers Fauzan Ahmad Assagaf, Ahmad Mutia Rusdi, Hermansyah, Fauzan Ahmad Al-banjari, and sisters Emi Widia, Maria Ulfah, Sofianti. My beloved nephew Devi, Ahmad Wildan, Muhamad Nabil Attaullah, Khaira Sabira, Kanza Adelia Naifah, Nur Khumairah Syahmina, and Nur Cintia Bella. You all are my spirit in my life. I love you all and thank you so much.



## DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, 18 Mei 2018

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## ABSTRACT

Haqaillah, Hawasul. 2018. *The Effectiveness Of Clustering Technique Using Mindjet Manager Toward Students' Ability In Writing Recount Text At The Eighth Grade Of SMPN 11 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) M. Zaini Miftah, M.Pd.

**Key words:** clustering technique, mindjet manager, writing recount text

The objectives of this study were (a). To measure the effectiveness clustering technique of using mindjet manager in teaching writing recount text to high students at the eighth grade of SMPN 11 Palangka Raya. (b). To measure the effectiveness of clustering technique using mindjet manager in teaching writing recount text to low students at the eighth grade of SMPN 11 Palangka Raya. (c). To measure the effectiveness of clustering technique using mindjet manager in teaching writing recount text to high and low students at the eighth grade of SMPN 11 Palangka Raya.

The result of testing reliability was found that the  $r_o = 0.492$  was higher than  $r_{table} = 0.4227$  and had high criteria positive reliability. It meant that the instrument of this study could be used as the instrumentation of the study. Then, the result of testing normality found asymptotic significance (0.856) that was higher than significance level ( $\alpha = 0.05$ ). It could be concluded the data was in normal distribution. The result of homogeneity showed that the significance observed (0.817) was higher than ( $\alpha = 0.05$ ). It could be conclude that the data was not violated homogeneity. The result of Two- Ways ANOVA with SPSS 23 and manual calculation, the result of  $F_o$  between columns (17.657) that was higher than  $F_{table}$  at significance level of 5% (4.08). It was interpreted that first  $H_a$  stating clustering technique using mindjet manager gave significance effect toward high level student's ability in writing writing text was accepted. Then the value of  $F_o$  between rows (7.460) that was higher than  $F_{table}$  at significance level of 5% (4.08). It was interpreted second  $H_a$  stating that clustering technique using mindjet manager media gave significance effect toward low level student's ability in writing recounte text was accepted. Lastly, the value of  $F_o$  interaction (6.529) that was lower than  $F_{table}$  at significance level of 5% (4.08). It was interpreted that  $H_a$  stating clustering technique using mindjet manager gave significance effect toward high and low level student's ability in writing recount text was accepted.



## ABSTRAK

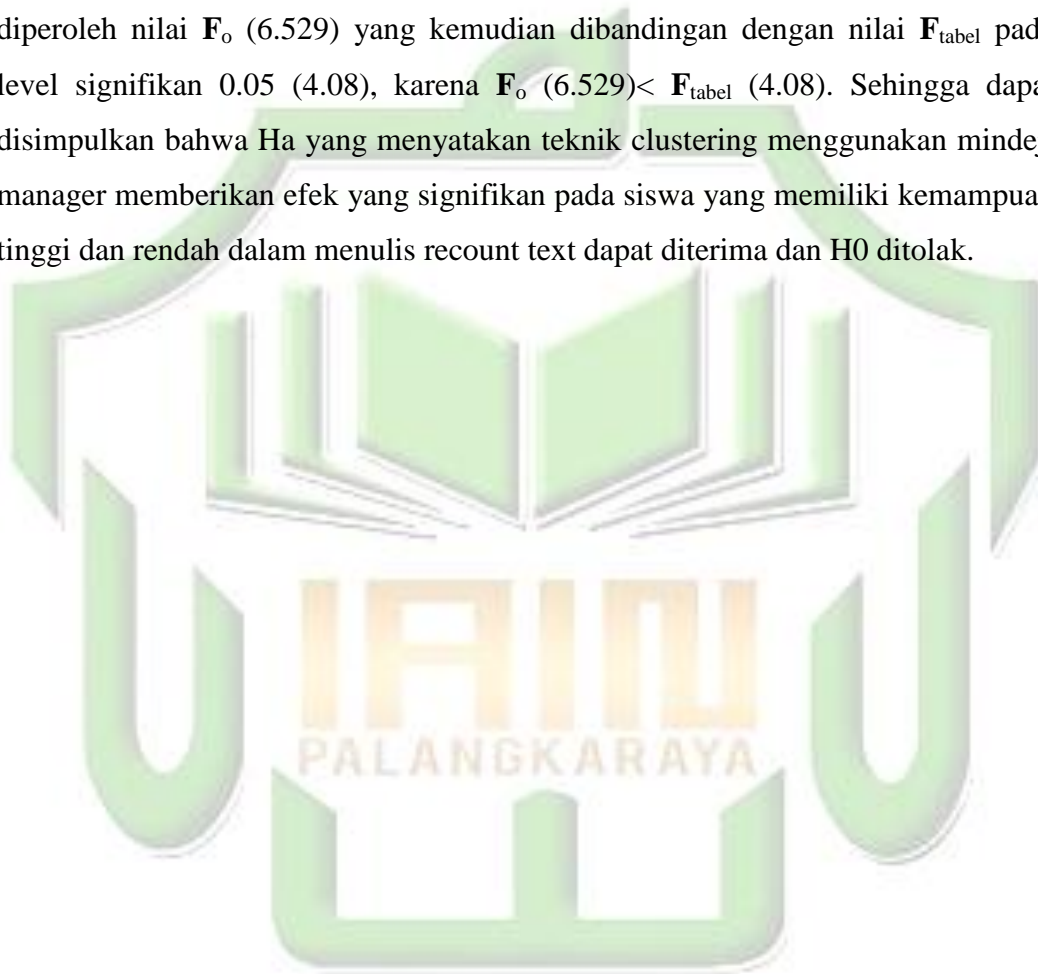
Haqaillah, Hawasul. 2018. *Keefektipan Teknik Clustering Menggunakan Mindjet Manager Terhadap Kemampuan Siswa Dalam Menulis Recount Text Pada Siswa Kelas Delapan Di SMPN 11 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) M. Zaini Miftah, M.Pd.

**Kata kunci:** teknik clustering, mindjet manager, menulis teks recount

Tujuan dari penelitian ini adalah (a). untuk mengetahui keefektipan teknik clustering menggunakan mindjet manager terhadap kemampuan siswa yang tinggi dalam menulis recount text pada siswa kelas delapan di SMPN 11 Palangka Raya. (b). untuk mengetahui keefektian teknik clustering menggunakan mindjet manager terhadap kemampuan siswa yang rendah dalam menulis recount text pada siswa kelas delapan di SMPN 11 Palangka Raya. (c). untuk mengetahui keefektipan teknik clustering menggunakan mindjet manager terhadap kemampuan siswa yang tinggi dan rendah dalam menulis recount text pada siswa kelas delapan di SMPN 11 Palangka Raya.

Hasil dari pengujian reliabiliti, diperoleh nilai  $r_o = 0.492$  lebih tinggi dari  $r_{table}$  (0.4227) pada level signifikan 0.05. Oleh karena nilai koefisien reliabilitinya tinggi yaitu 0.715. sehingga dapat disimpulkan bahwa instrument dari uji ini dapat digunakan sebagai instrument penelitian. Kemudian hasil dari pengujian normalitas diperoleh nilai asymptotic significance (0.856) yang mana lebih tinggi dari level signifikan pada 0.05. Oleh sebab itu dapat disimpulkan bahwa data dari penelitian ini berdistribusi normal. Selanjutnya berdasarkan hasil pengujian homogenitas diperoleh hasil signifikan hitung (0.817) yang mana lebih tinggi dari ( $\alpha = 0.05$ ). dari hasil itu dapat disimpulkan bahwa data penelitian ini memiliki varian yang homogen. Berdasarkan perhitungan menggunakan ANOVA dua jalur pada SPSS 23 dan penghitungan manual. Diperoleh  $F_o$  Pertama, yaitu dengan nilai  $F_o$  antar kolom (17.657) yang kemudian dibandingkan dengan nilai  $F_{table}$  pada level signifikan 0.05 (4.08), karena  $F_o$  (17.657) >  $F_{tabel}$  (4.08). Sehingga dapat disimpulkan bahwa  $H_a$  yang menyatakan teknik clustering menggunakan mindjet

manager memberikan efek yang signifikan pada siswa yang memiliki kemampuan tinggi dalam menulis recount text dapat diterima dan  $H_0$  ditolak. Kedua, diperoleh nilai dari  $F_o$  antar baris (7.460) yang kemudian dibandingkan dengan nilai  $F_{tabel}$  pada level signifikan 0.05 (4.08), karena  $F_o$  (7.460) >  $F_{tabel}$  (4.08). Sehingga dapat disimpulkan bahwa  $H_a$  yang menyatakan teknik clustering menggunakan mindjet manager memberikan efek yang signifikan pada siswa yang memiliki kemampuan rendah dalam menulis recount text dapat diterima dan  $H_0$  ditolak. Ketiga, diperoleh nilai  $F_o$  (6.529) yang kemudian dibandingkan dengan nilai  $F_{tabel}$  pada level signifikan 0.05 (4.08), karena  $F_o$  (6.529) <  $F_{tabel}$  (4.08). Sehingga dapat disimpulkan bahwa  $H_a$  yang menyatakan teknik clustering menggunakan mindejt manager memberikan efek yang signifikan pada siswa yang memiliki kemampuan tinggi dan rendah dalam menulis recount text dapat diterima dan  $H_0$  ditolak.



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The writer,

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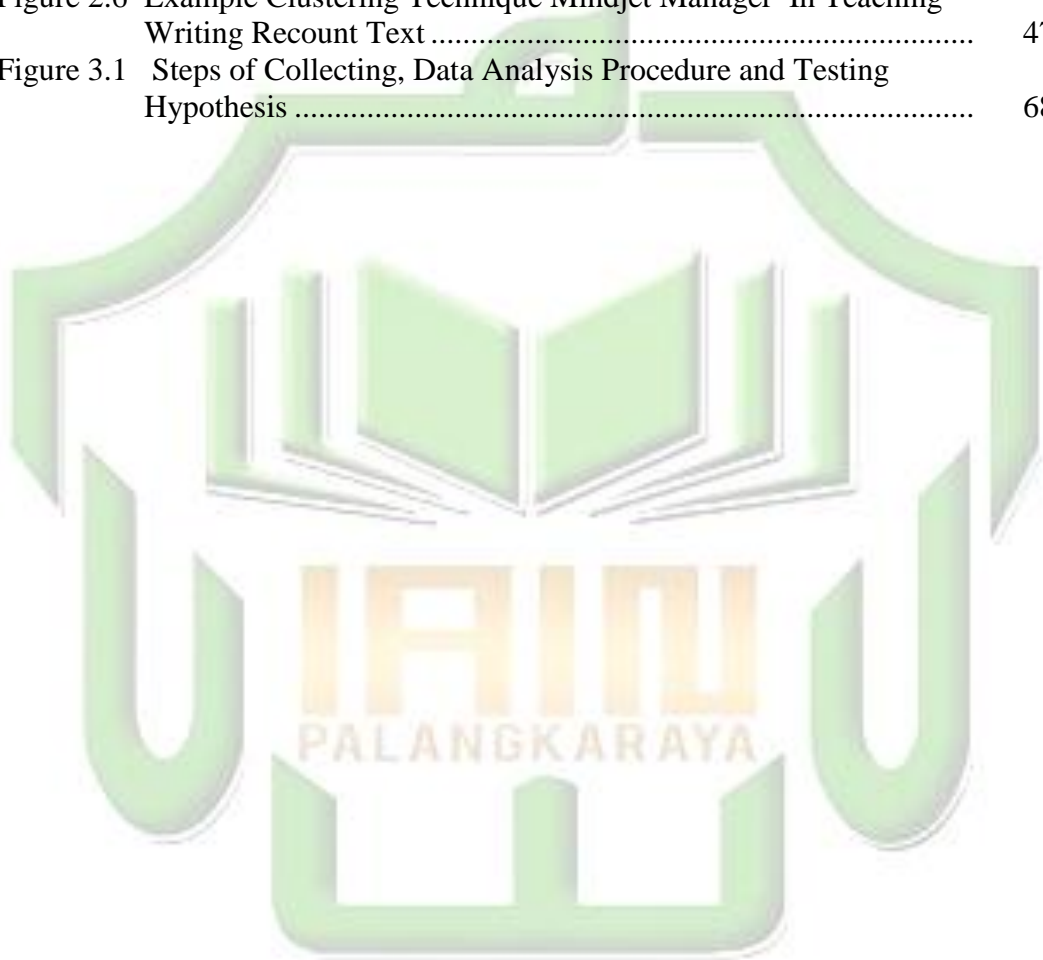
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## LIST OF ABBREVIATION AND SYMBOLS

ANOVA	: Analysis of Variance
DF	: Degree of Freedom
SMP	: Sekolah Menengah Pertama
IAIN	: Institut Agama Islam Negeri
SPSS	: Statistic Product and Service Solution
SD	: Standard Deviation
F	: Frequency
X	: Midpoint
SS <sub>t</sub>	: Sum Square Total
SS <sub>b</sub>	: Sum Square Between Group
SS <sub>w</sub>	: Sum Square Within Group





## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discusses: Background of the study, Problem of the study, Objectives of the study, Hypotheses of the study, Significance of the study, Limitation of the study, Assumption of the study, Variables of the study, Definition of key term, and Frame of discussion.

#### **A. Background of the Study**

As we know, language is an integral part that can not be separated from a human being, because of its function as communication. Communication is mainly divided into two, there are verbal and non verbal. Verbal language consists of spoken and written language. On the other hand, non-verbal language is like gestures and body language. Human language has changed from simple to complex from time to time. Jeremy (1991; p.46) communication between humans is an extremely complex and ever changing phenomenon. Undoubtedly, language is needed to interact one to another.

Nowadays, the most language which used widely is the English language. People surround the world who use English as lingua franca is bigger than another language, such as; French, Latin, Spanish, Chinese or Arabic. English has become an international language. Jack (1986; p.1) stated that latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today. So that, if we want to

communicate to another countries, nations, from any place in the world, we should master English which is lingua franca. There are many reasons why people learn the language. One of the reasons is Advancement, some people want to learn English because they think it offers a chance for advancement in their professional lives. They will get better jobs by mastering two languages than if they only know their mother tongue. Jeremy (1991; p.1) stated that english has a special position since it has become the international language of communication.

English is one of the important foreign languages in Indonesia that has a purpose to absorb and to develop knowledge, technology, and to establish a relationship with other nations. Thus, it is essential to learn English to help people's need to get information and knowledge in every aspect such as education, science, religion, social and technology. Because of the reason our government puts English as a first foreign language. Minister of Education and culture decree No: 372/2003, stated that English becomes the first foreign language and the compulsory subject that should be thought in Indonesia school from junior high school up to university level. It means that students in our country in any level must study English.

Commonly, English is divided into two; written and oral. It also consists four skills that should be learned by students. They are listening, speaking, reading and writing. Listening and reading are included as receptive skills, on the other hand speaking and writing are included as productive skills. Among the skills writing is the most difficult skill, Vivian (1997; p.5) stated that many people find it easy to speak but hard to write things down on paper. Writing is a complex

skill, Leo (1986; p.1) writing is hard work, or one student explains, “for me”, writing is like running or exercise. The reason that says this is because both of these activities take a lot of effort. Writing is unlike another skill, it requires background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. In learning writing, students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. The effect can be seen in English writing score, it is regarded as the main problem in many schools. To overcome this problem, a technique which can improve students’ score in English writing is needed.

As Regina (2007; p.10) stated that “clustering is making a visual map of the ideas. At the beginning writing activity, students have to find out the ideas what they want to write about. Dorothy (1981; p.1) stated as follows: The most common complaint English Composition teachers hear from students is “I don’t have anything to write about”. Actually, you have plenty to write about. After all, you live in the same world that “real” writers live in, and that the world provides the raw material for millions of books every year. What you really need is not “something to write about”, but some suggestions that will help you exploit the resources all around you.

Developing ideas for making a composition cause problems in writing class, if the teacher does not conduct the pre-writing activity. Getting stuck on ideas and a block of writing can be problems in writing activity. As a result, writing process goes slowly and stops immediately.

Students at junior high school learn two kinds of writing. There are narrative text and recount text. Both of texts talk about past events, besides they have similarities and dissimilarities. Narrative text is a text that tells a story and entertains the reader, for example novel. While recount text is a text that retells past events, its purpose is to provide the reader with a description of what occurred and when it occurred. For students at junior high school are emphasized in personal recount text.

Mukarto (2007; p.62) stated as follows: Personal recount text usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events. It presents the events chronologically (in order in which they happened). The purpose of a personal recount is to inform, entertain the audience (listener or reader), or both". Eventhough the basic differentiation between narrative and recount is the purpose, a recount is more emphasize to entertain and to inform.

In addition, based on interview with the English Teacher at SMPN 11 Palangka Raya, 21<sup>th</sup> February 2018, writer found some problem in writing especially recount text, they are as follow:

The first problem was the students did not understand about recount text; when the teacher asks the students to make the recount text they confused to begin writing the text. The students were difficult to explain about generic structure and language features that are used in recount text itself. They also confused to explore their ideas especially in make paragraph.

The second problem in teaching writing there was an image of the students that writing is a very difficult skill because in daily life students often use mother language, it means that the students were lazy to use English in speaking form or writing form. It made the students can not arrange to state their ideas well and confuse to write and afraid of doing it. In writing the students were difficult to write something down, thinking process, and explore the ideas, and make them into a good paragraph.

The third problem is, the students are a lack of vocabulary, they are lazy in remembering the words and it makes them often forget and confuse about how to write the main idea and supporting details. Lack of vocabulary also makes the students difficult to explore or express their ideas into paragraph. They think vocabulary is not important in writing. But in a real situation, vocabulary itself also as the important component in writing process.

The last problem is the teacher was a lack of using techniques in teaching writing recount text.

In fact there were many techniques that can be used in teaching writing recount text such as listing, brainstorming, discussion, questioner, and a card that can make the students more interesting and enjoy to study. If the teacher used appropriate techniques in teaching writing, the student will not be bored in learning writing. A technique is a way to help the students in teaching and learning process. However actually, techniques used by the teacher are still monotonous and make writing activity do not running well. In the school the



teacher had used conventional technique but the result of teaching writing is not satisfied.

Meanwhile, the writer had been learned a technique how to develop the idea in the fourth semester, the technique is clustering. It is one of kinds of pre-writing activity that enrich the idea before students start writing. This technique will be used to propose as a technique in improving students writing ability in writing recount text. Rise (1985; p.461) stated that Clustering technique help student in the phase of planning ( pre-writing ) in order to find subtopic, topic or to organize the information. Here, the students are expected to be able to find related words, ideas and concepts as many as possible to the topic given. Moreover the clustering technique can stimulate their ideas also it can construct relations between students' experience and new information.

But, to make the students more interesting and enjoy to study, the writer used clustering technique using mindjet manager. Mindjet manager is a application software that provides convenience in terms of making mind maps or ideas. So this mindjet manager makes it easy for the teacher to explain the teaching materials. Then for the students make easy for to follow the lesson. Because most of the student like technology. Then, to spoil the brains of students who tend to like the shape of symbol and color. So, he decided to apply it in order to solve students' problem in writing. The writer assumed that students in other school had the same problem in writing, but to convince there is a problem in writing or not. The writer observes the school before.

Because of the reasons that have been mentioned above, the writer takes a title of this “skripsi “ **THE EFFECTIVENESS OF CLUSTERING TECHNIQUE USING MINDJET MANAGER TOWARD STUDENTS’ ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 11 PALANGKA RAYA “**

### **B. Problem of the Study**

Based on the background of the study above, the problem of the study is as follow:

1. Does teaching clustering technique using mindjet manager give effect on high students’ ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya?
2. Does teaching clustering technique using mindjet manager give effect on low students’ ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya?
3. Does teaching clustering technique using mindjet manager give effect on high and low student’ ability in wrting recount text at the eighth grade of SMPN 11 Palangka Raya?

### **C. Objectives of the Study**

1. To measure the effectiveness of clustering technique using mindjet manager to the high students’ ability in teaching writing recount text at the eighth grade of SMPN 11 Palangka Raya.

2. To measure the effectiveness of clustering technique using mindjet manager to the low students' ability in teaching writing recount text at the eighth grade of SMPN 11 Palangka Raya.
3. To measure the effectiveness of clustering technique using mindjet manager to the high and low students' ability in teaching writing recount text at the eighth grade of SMPN 11 Palangka Raya.

#### **D. Hypotheses of the Study**

The hypothesis is the alternative prediction of the answer made by the writer toward that problem that proposed in her research. Suharsimi (2003; p.71) stated that the prediction of the answer is the truth of temporary answer, which is tested the truth using the data that collected to the research on that stand, the hypothesis can change into the truth, yet it also can fall as the truth.

In this study there are two hypotheses. The hypothesis is divided into two categories, they are:

1. Alternative hypothesis ( $H_a$ )
  - a. Clustering technique using mindjet manager gives significance effect on high students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya.
  - b. Clustering technique using mindjet manager gives significance effect on low students' ability writing recount text at the eighth grade of SMPN 11 Palangka Raya.

- c. Clustering technique using mindjet manager gives significance effect on high and low students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya.

## 2. Null hypothesis (Ho)

- a. Using clustering technique using mindjet manager does not gives significance effect for high students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya.
- b. Using clustering technique using mindjet manager does not gives significance effect for low students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya.
- c. Using clustering technique using mindjet manager does not gives significance effect for high and low students' ability and writing recount text at the eighth grade students of SMPN 11 Palangka Raya.

## E. Significances of the Study

This study has theoretical and practical significances. Theoretical significance is to find the effectiveness of the clustering technique using mindjet manager on students' ability in writing recount text in the eighth grade of SMPN 11 Palangka Raya.

Practically, the result of the study can give contribution to four groups of people they are:

1. For teachers, this result of the study will give an input for the teachers in teaching recount text, and as an alternative technique to enrich their teaching technique.
2. For students, this result of this study will give benefit to the students to improve their ability in learning recount text.
3. For other writers, who are interested in teaching recount text at junior high school at second, hopefully all information can be useful for other researchers to do further research.
4. For an institution of SMPN 11 Palangka Raya, it can be beneficial regarding improve the education quality.

#### **F. Limitation of the Study**

The study belongs to experimental study. The writer focuses on the effectiveness of the clustering technique using mindjet manager on students' ability in recount text. The population of this study is the eighth grade of SMPN 11 Palangka Raya. The amount of sample were 44 students that were from 2 classes of SMPN 11 Palangka Raya. VIII 3 was as experiment class and VIII 2 was as control class. Since their writing ability representative the whole students' writing ability at the eighth grade of SMPN 11 Palangka Raya.



## G. Definition of Key Terms

To following definitions which are used in this study are given to avoid misunderstanding and in order to make same perceptions for the readers. So the terms are needed to be defined as follow:

1. Betty (2003; p.26) stated that *the effect* is a changed caused by something. In this study effect means, the effect of something is the change of the eighth grade students' of SMPN 11 Palangka Raya, after giving treatment, that is will teach by using clustering technique using mindjet manager.
2. As Hornby (1995; p.277) stated that *effectiveness* is an ability to bring about the effect of the result intended. The effectiveness of this study is the clustering technique using mindjet manager on students writing ability in recount text.
3. Alice (2007; p.72) stated that *clustering technique* is a way to gets ideas before. In this study clustering technique means, clustering technique will stimulus students' idea, also they can make a good paragraph in every type of writing. It is combined with the media, that is mindjet manager. (software application).
4. *Mindjet Manager* is a commercial team collaboration software application developed by the company Mindjet. In addition to collaborative elements, the software also provides ways for users to visualize information via the creation of mind maps. In this study mindjet manager means, to make the students' more interesting and enjoy to study. Then, the students' can use mindjet manager (software application).
5. Alice (2007; p.172) stated that *writing ability* is the ability or power of the students' to produce a paragraph or an essay in the narrative from their own

ideas. In this study writing ability means, refers to the students' writing in recount text.

6. Rudi (2005; p.6) stated that *recount text* is kind of genre text, containing about retell events for the purpose of informing or entertaining.
7. Donald (1985; p.247) stated that *an experimental study* is the event planned and carried out by the writer to gather evidence relevant to the hypotheses. It is research studies design for establishing causal relationships. In this study experimental study means, an experimental study is a research in which the investigator or writer manipulates one independent variable (the treatment) and observes the effect on more dependent variables ( writing the score of bright and low students').
8. *Analysis Of Variance (ANOVA)* is the statistical procedure used to analyze the data from a study with more than two groups.

## **J. Frame of Discussion**

The framework of the discussion of this study as follows:

1. Chapter one is about introduction of the problem which consists of background of the study, problem of the study, objectives of the study, hypotheses of the study, significances of the study, limitation of the study, definition of the key terms and frame of discussion.
2. Chapter two is about a review of related literature which consists of seventh subs; the first is previous study. The second is writing consist of the nature of writing, the purposes of writing, the forms and types of writing, the process of

writing, the problems of writing and the assessment of writing. The third is recount text consist of the nature of text, generic structure of personal recount text and language features : personal recount text. The fourth is clustering technique consist of the nature of technique, the nature of clustering technique, the step of using clustering technique, advantages of using clustering technique, disadvantages of using clustering technique and implementation using clustering technique in teaching writing recount text. The fifth is mindjet manager consist of the nature of clustering technique, advantages of using mindjet manager, disadvantages using clustering technique and implementation using mindjet manager in teaching writing recount text. The sixth is experimental study. The last is analysis of variance (ANOVA).

3. Chapter three is about research methodology which consists research type, research design, variable of the study, place of the study, population and sample of the study, instruments of the study, data collection, data analysis and data analysis procedure.
4. Chapter four is about of description of data analysis, test of the statical analysis, result of the data and interpretation.
5. Chapter five is about of discussion of the study.
6. Chapter six is about of conclusion and suggestion of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Related Studies**

In this chapter, some literature related to study are reviewed as means to clarify the present study. These previous studies gave a view about the issues that were discussed.

The first was Erlik (2009), Studied about “The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students’ Linguistic Intelligence”. In this study, the design of this research uses factorial design by the technique of multifactor analysis of variance (ANOVA). The results of this study are the students who are taught clustering technique have better writing ability than those who are taught using direct instruction. In another word, the use of the clustering technique is more effective than direct instruction for the second semester students of English Department of IKIP PGRI Madiun and students who have high linguistic intelligence have better writing ability than those who have low linguistic intelligence for the second semester students of English Department of IKIP PGRI Madiun.

The second was Aniza (2014), Studied the effect of clustering technique on students’ ability in writing descriptive text at the second grade of SMPN 2 Depok. The research method used in this study was quasi-experimental and it was conducted in one senior high school in Kubung. The data in this study were collected by using pre-test, post-test, and interview. They were then analyzed by

using the independent t-test to see if there was a significant difference in the mean of both groups' score and the dependent t-test to see if clustering technique significantly affected students' achievement in writing descriptive text. the findings showed that clustering technique was effective in improving students' score in writing descriptive text (post-test score of the experimental group,  $M=57.57$ , of control group  $M=54.00$ ; the result of the dependent t-test:  $t_{obt} > t_{crit}$ ,  $(-13.422 > 2.045)$ ;  $r = 0.621$ ). In addition, this technique was very helpful as it became the 'savings' of words which were needed in writing the descriptive text.

The third was Tita (2010), Studied about "The Use of Clustering Technique in Teaching Narrative Text". In her result, she found that the majority of the students had a positive attitude toward the use of clustering technique in teaching narrative text in writing. Moreover, it was found from the observation data that the students participated actively in the learning process. Finally, the study also proved that the strategy improved the students' writing with their average score increased from 56.86 (0-100 scale) prior to the teaching-learning process to 77.87 at the end of the treatment.

In addition, the differences between the previous studies with the writer are related to the approach of the study that is used. The previous study used to research and development and descriptive research. Meanwhile, this study was experimental research; it was conducted in writing ability and writing recount text by Clustering technique using mindjet manager. The purpose of the study is to know the better effect Clustering technique using mindjet manager on writing ability in recount text of the eighth grade students of SMPN 11 Palangka Raya.

## **B. Writing**

### **1. The Nature of Writing**

The need to communicate is one of the humankind basic needs and writing is one of the best communications, because it allows us to communicate with other. Victoria (1983; p.160) stated Writing is one of the basic tools of civilization. Without it, the world as we know it could not exist. Writing is a tool that records experience, information, art, knowledge, historic events, etc. It indicates that writing exists since human existence itself. We can get information from old manuscripts which are written on the leather, stone, and leaf. All that things mean our ancestors from ancient age already know about writing. They used it for many purposes, such as; to make a note of the important event, to inform, to persuade, and to argue.

Writing can be seen as a media to express ideas, feeling, and thoughts, it is also as a useful publication tool. It is very effective to spread out ideas, thoughts, politics, culture through books, magazines, journals, and news papers. In addition, it can be said that writing is an effective tool to overspread idea massively to ask the readers understand what is written by the writer.

Writing is one of four skills in learning English, the skills are listening, speaking, reading, and writing. At the first time, human learns listening naturally, then speaking, reading, and the last is writing. This is the stages how human learns a language.

According to Mariane (1991; p.233) writing is the ability to express one's ideas in written form in a second or foreign language. Besides, Penny Ur (1996;



p.162) also explains that writing is widely used within foreign language courses as a convenient means for engaging with an aspect of a language other than writing itself. For example: learners note new vocabulary copy out the grammar rules to written text. In another word, writing is an ability to communicate through written form, no matter in the first language or second language as long as it expresses any idea.

Most of the students regard that writing is difficult for foreign learners, Jack (2002; p.303) stated that writing is the most difficult skills for a second language learner to the master of putting together a string of grammatically correct sentences. Most students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. Nevertheless, it is a demand that should be fulfilled by students even they have many obstacles.

Another expert is Robert (1964; p.143) stated that learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbol of a writing system that represents the utterances one has in mind. Writing is presenting what we have in mind and try to put down the ideas on the paper.

From definitions which have been mentioned above, the writer concludes that writing is a way to express ideas from the writer's knowledge in written form without forgetting the linguistic rules, so that the writing will be full of meaning.

## 2. The Purposes of Writing

Penny (1996; p.163) stated that the purpose of writing in principle is the expression of ideas, the conveying messages to the reader. It can be said that writing generally has the same purpose. Whatever the writing, all writing texts convey messages to the readers. Writers must have a purpose in their writing, because writing purpose is same important as motivation. If the writers know their pupose in writing, it is easier for the writers to finish their objectives. There are some purposes of writing, as follow:

### 1. *Writing to Understand Experience*

When you write to understand the experience, you do not seetle for simply recording what has happened to you. Instead, you draw upon that record to examine the significance of what happened. The writers draw upon memories to help them understand who they are, how they became that way, what thay like, or what they want. Because they are writing about their own lives, they all use the first person as you are likely to do when you write about your own experience. But although they are writing about themselves, they are not writing for themselves alone. They are also writing to share their experince with readers. According to Robert (2006; p.47) writing to undertand experiences thus achieve at least two two goals; writers come to a better undertanding of themselves, and readers come to a better understands experience different from their own.

In another word, writing to understand experience involves the writers' personal experiences in order to comprehand themselves and also to dispart different experience to the readers.

## 2. *Writing to Report Information*

George (1996; p.141) stated that when writing to report information, the purpose is to educate the readers about a topic of which someone has some knowledge. Usually, informative writing is not based on our personal experience, but rather on published sources. Informative writing is the type of writing you will do most frequently in university your university courses.

Writing to report information is mostly used in college, its purpose is to share information to the readers. Moreover, it is not directly related to writers' personal experience.

## 3. *Writing to Explain Information*

Robert (2006; p.173) stated that explanation is an essential skill for making sense of the world around us. When we explain, we need to analyze or classify information, examine causes and consequences, and define concepts by distinguishing them from other, similar ones. Writing to explain information emphasizes in analyzing, and defining information.

## 4. *Writing to Evaluate Something*

Robert (2006; p.241) stated that evaluating means thinking critically so that you can make intelligent choice and, when you make your evaluation public, influence others to accept your judgements. Evaluation requires that you determine the nature or the quality of what you are judging. Writing to evaluate something needs critical thinking in evaluation something. So that, the writers can extend the evaluation and influence the readers.

### 5. *Writing to Analyze Images*

Robert (2006; p.301) stated as follows images are visual representations of people, animals, objects, and concepts. When we write to analyze an image that includes written as well as visual text, take both into account. It is like writing to evaluate, writing to analyze images requires the ability to discern the differences between the effective and ineffective of an image and to explain why the writer made this judgment.

### 6. *Writing to Analyze Text*

George (1996; p.381) stated that writing to analyze text is not really different from writing to analyze the images. Writing to analyze the text is aim to analyze the certain text.

### 7. *Writing to Persuade Others*

Robert (2006; p.451) says that people write to persuade because they want to inform the readers about the topic, express their opinions on the topic, and persuade the readers to accept the position or at least take it seriously. In persuasive writing, comparison and contrast are often used to develop a topic.

### 8. *Writing to Inspire Others*

Writing to inspire others is aimed to make the readers cheer up or move to the case of something. It is mostly about the motivation that is needed by the readers.

### 9. *Writing to Amuse Others*

Robert (2006; p.569) stated that writing to amuse others gives the opportunities for the writers to give the pleasure for the readers.

### 10. *Writing to Experiment with Form*

Robert (2006; p.609) stated that writing to experiment with form is different from the previous purposes. It is about invention something which is then, it is documented through writing.

From the purposes of writing above, it means that every kind of writing has different purposes. Nevertheless, purposes of writing commonly are classified into: writing to inform, writing to explain, writing to persuade, and writing to amuse others. The purpose of writing definitely determines how the text will be.

## **3. The Forms and Types of Writing**

Generally, there are four forms of writing. They are narration, description, exposition, and argumentation. It is supported by George E. Wishon and Julia M Burks. They explain forms of writing in their book, in the following:

#### ➤ Narration

The narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to a natural time sequence.

#### ➤ Description

Description reproduces the way things look, smell, taste, feel, or sound. It is used to create a visual image of people, places, even of units of time-days, times of day or seasons. It may be used also to describe more than

the outward appearance of people. It may tell about their traits of character or personality.

➤ Exposition

Exposition is used in giving information, making explanations, and interpreting meanings.

➤ Argumentation

According to George (1980; p.378) argumentation is used in persuading and convincing. It is used to make a case or to prove or disprove a statement or proposition.

According to Marjorie Farmer, there are four types of writing which can be done by students. They are as follows:

➤ Expressive Writing

Autobiographies, essays of opinion, diaries, letters and memoirs are only a few of the many forms of expressive writing. In fact, any writing is expressive if it centres on the writer's personal concerns, wishes, feeling, memories, or reactions.

➤ Informative Writing

News paper and magazines articles, laboratory reports, text book, biographies and critical essays are different forms of informative writing. Actually, any writing can be called informative if its principal purpose is to explain, to describe, or to define-in short to inform.



➤ **Persuasive Writing**

Editorials, letters appealing for contribution, advertisements, and campaign speeches are all attempts to persuade. Any writing that is aimed at convincing its readers to adopt a certain idea or to take a certain action is persuasive writing.

➤ **Imaginative Writing**

Short stories, novels, plays, and poems are forms of imaginative writing. According to Marjorie (1985; p.39) imaginative is the product of the writer's artful use of language to create images, characters, and incidents that move and entertain the reader.

#### **4. The Process of Writing**

Writing is never a one-step action. Writing as one productive skill needs process. Writing process gives any benefit. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial. There are four steps of writing process:

**a. Planning**

This process refers to the pre-writing process and the point at which we discover and explore our initial ideas about a subject. Pre-writing is the thinking, talking, reading and writing you do about the topic before we write the first draft. Alice (2007; p.16) stated that pre writing is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing

topic. There are several activities we can choose from in the prewriting stage. During Prewriting we are creating or generating a lot of ideas about our topic. The most important part of Prewriting is to generate as many ideas as possible. According to Regina (2007; p.3) these pre writing include fourth activities. They are listing, brainstorming, free writing and clustering.

### **1) Listing**

Alice (2007; p.16) stated that listing is a pre writing technique in which you write the topic at the top of a piece of paper and then quickly make a list of words or phrases that come into your mind.

### **2) Brainstorming**

Karen (2003; p.4) stated that another way to get ideas down on paper quickly is through brainstorming. Brainstorming is one way to capture thoughts. Brainstorming starts with a significant word or phrase, and tries to record everything that comes to your mind. If you reach a point where you can no longer come up with any new ideas, ask a friend to help you brainstorm some fresh topics. Jerry also stated that brainstorming is one popular activity of prewriting in which a topic is an introduction by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a student or two) write the ideas on the board.

### **3) Free Writing**

Jerry (2002; p.226) stated that in freewriting you write non-stop about a subject for a certain amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not. Also,

Spelling or punctuation, mistakes, and finding exact words do not matter. You can even write incomplete sentences phrases. The main goal of free writing is to keep your pencil moving across your papers. Douglas (2004; p.350) also stated that freewriting is a technique to generate ideas, it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.

#### ***4) Clustering***

Douglas (2004; p.17) stated that clustering is a way o get ideas for writing. Clustering, diagramming (mapping) is helpful for people who think in a visual way. You can put your idea in a circle or block and branch off examples or other ideas pertaining to it. As you think of related ideas, your write this idea in smaller circle or block around the first circle. The related idea in each small circle may produce even more ideas and therefore more circle around it. Regina also stated that clustering is making a visual map or your ideas.

#### ***5) Drafting***

The next step is to write drafts, using your outline as a guide. Drafting is the actual writing of the paragraph. Write you rough draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable after all; this is just a rough draft. Then this process needs an editing for checking the text and fixes errors.

## **6) Strategy**

Strategy questioning lets the writers consider the topic through a series of question. Here, the writers answer a set of questions designed to guide the writing, such as “what do you want to write about? What is your goal? What do you need to find out? “here, writer are given chances to consider what they know and need to learn about the writing topic.

Douglas (2004; p.350) stated that free writing is the perfect strategy for getting started in the most literal sense. Here, a writer can write freely whatever comes to his mind. The stage is whilst writing, which includes drafting and revising. After having generated idea, a writer needs to write the first draft. Jarum (2007; p.18) stated that drafting is a series of strategies designed to organize and develop a sustained piece of writing.

### **b. Revising and Editing**

This stage is called revising and editing. Polishing is most successful if you do two steps. First, revising is attacking the big issue of content and organization. Then, editing is the last process of writing process. In editing, the writer focuses on the smaller issue of grammar, punctuation, and mechanics.

## **5. The Problems of Writing**

James (1980; p.7) stated that writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour not counting the thought and research that went on before the actual writing. Therefore, many problems faced by teachers and students.

The first problem is, Jerry (2006; p.223) stated that the less proficient writer problem. Less proficient writers jump the process of writing by skipping the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is a teacher should teach less proficient writers the writing process. Jerry (2006; p.224) also stated that teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is “I can’t write English” problem. Students usually give up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. The last problem is “teacher response” problem. Writing teachers often spend many hours reading and marking students’ papers. Jerry (2006; p.225) also stated that the suggestion for this problem is teachers can work with students on developing their written work through student to student conferences.

## **6. The Assesment of Writing**

Sabarun (2010; p.32) stated as follows: assessment is an integral part in the teaching of writing. It is a process of getting information about students’ development and their achievement in the teaching and learning activity. It has an important role to know the students’ progress in learning activity. By definition, assessment is a systematic approach for collecting information on students’

learning or performance usually based on students various sources of evidence.

There are two kinds of writing assessment: process, and product assessment.

a. *The Process Approach*

In the process approach, students are taught strategies that should help them to finally reach a decent product, but of course “the product is still an important goal, but the writing class is more exploratory, less punitive, less demoralizing; and the student writer is less alone’. The process approach encourages students to experiment with ideas through writing and to share the writing with their classmates and to get an opinion from several people to help them figure out what to say and how to say it.

In addition Douglas (2004; p.336) stated that the process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its “release”) to give students a chance to think as they write. Another way of putting it is that writing is indeed a *thinking process*.

b. *The Product Approach*

The product is, after all, the ultimate goal: it is the reason through the process of prewriting, drafting, revising, and editing. Without that we go final product firmly in view, we could quite simply drown ourselves in a series of revisions. The process is not the end; it is the means to the end.

In the traditional way of teaching writing teachers mostly concerns with the final product of writing and what the product should look like. Endang (2008; p.148) stated that has mentioned some traditional criteria of good



writing. Composition, he states, are supposed to “(1) meet certain standards of prescribed English rhetorical style, (2) reflect accurate grammar, and (3) be organized in conformity with what the audience would consider to be conventional.

*c. Scoring Rubric*

To assess the Students' writing product, there are three methods of scoring for judging the students' writing. Those are holistic, primary trait, and analytic scoring. In the present study, the researcher uses the analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria used in the process writing. Meanwhile, Dwiwandono (2008; p.62) stated that the analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, usage and mechanic).

**Table 2.1 The Scoring Rubric for The Measurement of Writing Test**

Aspect	Score	Performance Description	Weighting
Content (C) 30% Topic Details	4	The topic is complete and clear and the details are relating to the topic	3X
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	

	1	The topic is not complete and clear and the details are not relating to the topic	
Organization (O) 20% Identification Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse connectives	
	1	Identification is not complete and descriptions are arranged with misuse proper connectives	
Grammar (G) 20% Use present tense Agreement	4	Very accurate grammatical and agreement	2x
	3	Few grammatical and agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical and agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5x

	3	Repertory of words is enough, the chosen and use of word occasional not exactly, but not change the meaning	
	2	Limited range confusing words and word forms, the meaning is hazy and obscured.	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics 15% (M) Spelling Punctuation Capitalization	4	it uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It does not master the rule of spelling and writing, full of error in spelling, punctuation, capitalization arrange of paragraph, difficult to read the writing, not enough information to evaluate.	

### C. The Recount Text

#### 1. The Nature of Recount Text

There are some genres that should be studied by junior high school students; one of them is recount text. Jeremy (2014; p.11) stated that recount structure and grammar is similar with narrative genre that retells past events,

usually in the order in which they happened. Many experts tried to define this recount text, Mark Anderson and Kathy Anderson in their book said that “recount text is a piece of text that retells past events, usually in the order in which they happened. It means a recount text tells about something that happened in the past events chronologically. Joko (2008; p.69) stated that a recount reconstructs past events in the time in order in which they occurred.

## **2. Generic Structure of Personal Recount Text**

### ➤ ***Title (optional)***

It usually summarizes the next and informs specific participants.

(e.g: I, my friends, my family)

### ➤ ***Setting or orientation***

It provides the background information. It answers the questions: who? When? Where? Why? What experience?.

### ➤ ***list of events***

Does it present events: what people do? It tells the event chronologically.

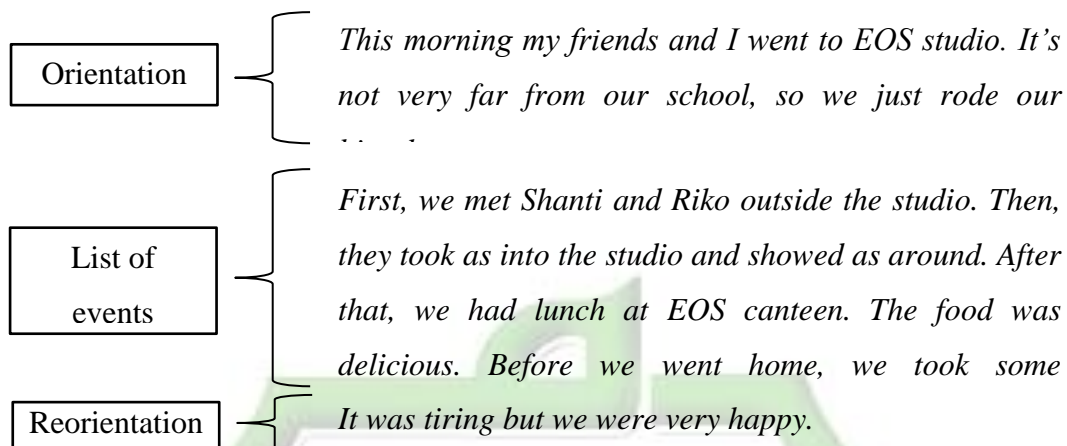
It uses conjunctions or connectives like: first, next, then, finally and so on.

They show the sequence of events.

### ➤ ***Reorientation***

It presents the concluding comments. It expresses the author's personal opinion regarding the events described.

Let's look at the example below



### 3. Language features: personal recount text

Every type of text has different linguistic features, the linguistic features of recount text are:

- A personal recount uses past tense.

It always uses past tense because all events in that text have already happened in the past and it contains only retell the event already occurred.

e.g: this morning my friends and I went to EOS studio.

- A personal recount also uses connectors to put the events in order. e.g: first, we went to the art studio.
- A personal recount describes events. So there are many verbs or action words used.
- Mukarto (2007; p.62) stated that Personal recount uses mainly 1<sup>st</sup> person pronoun (I or us).

## **D. Clustering Technique**

### **1. The Nature of Technique**

According to Hornby (1974; p.887) it is defined that technique is a method of doing something expertly.

In order to avoid misunderstanding or confusing, firstly we differentiate three terms, they are: approach, method, and technique. These terms are used in teaching learning activity and many people confuse with the terms.

Edward (1963; p.50) identified there are three levels of conceptualization and organization, which he termed approach, method, and technique. The arrangement is hierarchical. The organizational key is that technique carries out a method which is consistent with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. While the method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods. Jack (1986; p.15) stated that the technique must be consistent with a method, and therefore in harmony with an approach, there can be many methods.

Diane (1986; p.11) stated that technique is the behavioral manifestation of the principles.

Based on the definitions above, it can be concluded that a technique is an implementation which takes place in the classroom. It is particular tricks, stratagem, or contrivance used to accomplish an immediate objective.



## 2. The Nature of Clustering Technique

Melanie (2015; p.1) stated that clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you. Prewriting is one of the activities that prepare to write the first draft. Clustering is one of prewriting activities that helps students to find a topic.

John (2001; p.22) stated that clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occurs to you.

Diagramming or mapping is same as clustering, it helps the students to generate the ideas before they start to write.

Gabrielle Lusser Rico defined that “clustering is a way of tricking the leftbrain into silence and using the right-brain to come up with your own uniqueoverview of a subject.” Because it uses the right-brain, so it will evolve our creativity and idea.

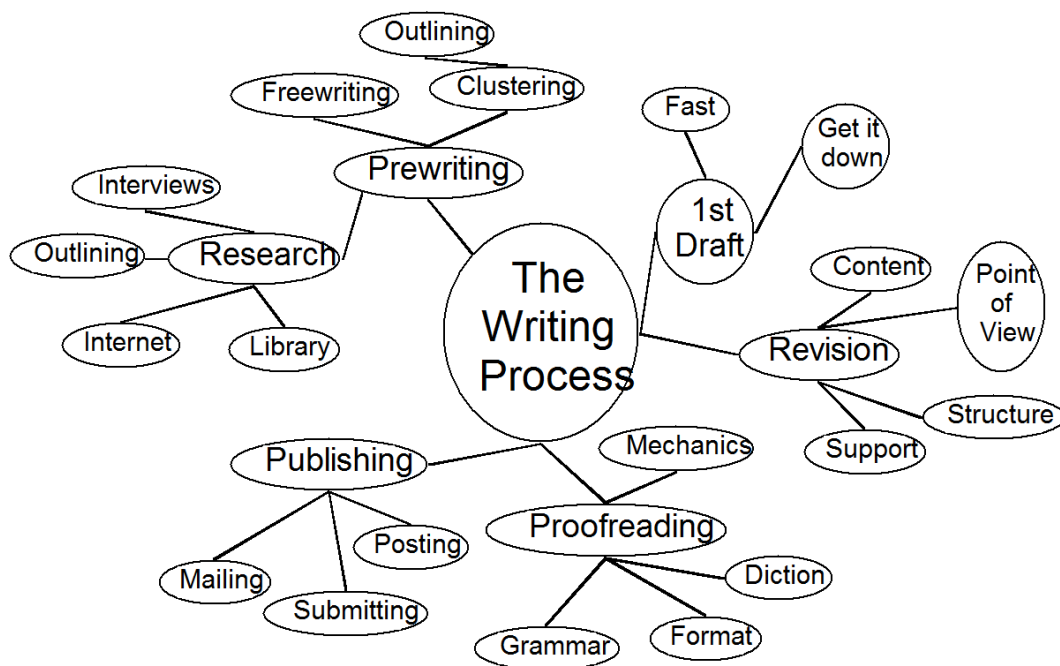
Regina (2007; p.10) stated that clustering is making a visual map of the ideas. It is so beneficial for students, especially the students who think visually.

Betty (2003; p.26) stated that clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggests specific topics, and yield related details. It helps to enrich ideas in details and also differs broad topics and narrow topics.

Santi (2002; p.14) explained that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay; it also called mapping, Webbing, looping, or diagramming. It is another effective way to gather information for an essay. Clustering uses free association. To cluster ideas, begin with a blank sheet paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about. Students are free to write ideas whether the ideas are related or not, the associating the ideas.

Rise (1985; p.461) stated that Clustering is an invention activity which reveals possible relations among facts and ideas. Unlike listing (the next mapping strategy), clustering requires an abrief period of initial planning. You must first come up with a tentative division of the topic into subparts or main ideas.

Based on the definition above, the writer concludes that clustering technique is a kind of prewriting activity which takes place in the classroom, it uses lines, boxes, arrows, and circles to show the relationship among ideas, it helps students to find ideas and also enrich the ideas. The figure below is the example of clustering technique:

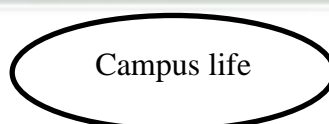


**Figure 2.1 Example of Clustering Technique**

### 3. The Step of Using Clustering Technique

Barbara (2005; p.24-26) stated that clustering is a way of generating and connecting ideas visually. It is useful for seeing how various idea relate to one for developing subtopics. Writer use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of clustering technique:

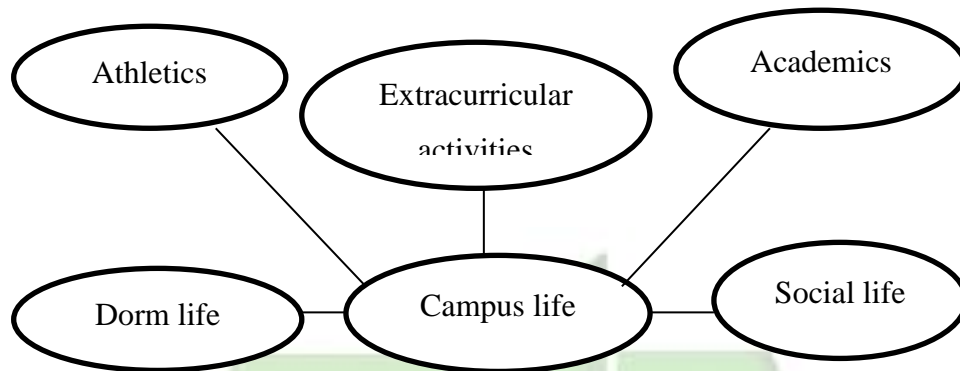
- Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.



**Figure 2.2 The Circle of Main Topic (beginning stage)**

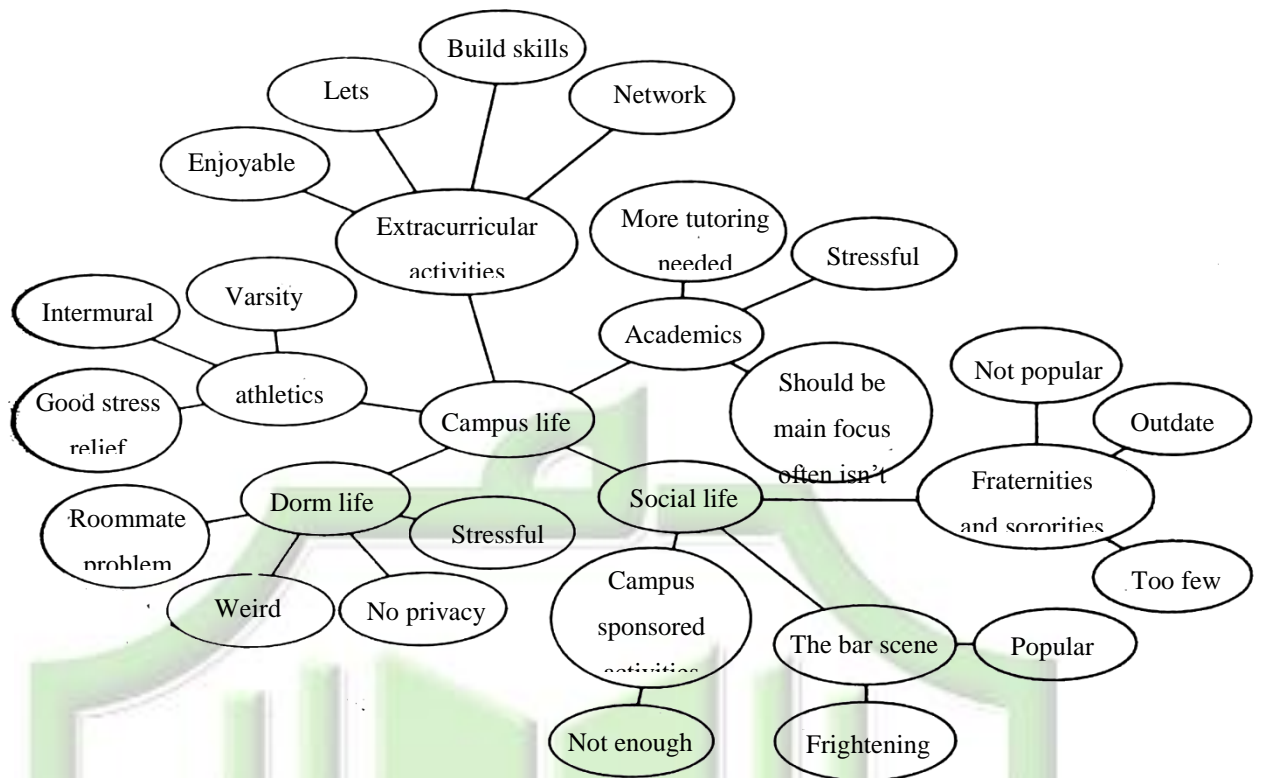
- Writes ideas relating to that topic around it, circle them and connect them to the central circle. Write them quickly, move into another space, write

some more down, move to another blank, and just keep moving around and writing.



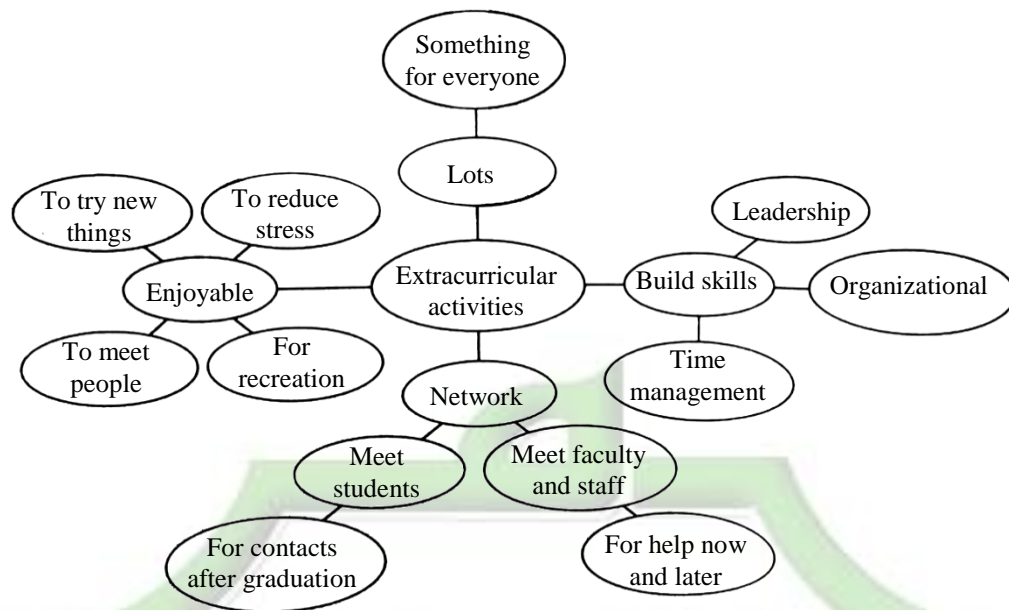
**Figure 2.3 Grouping Ideas (second stage)**

- Write down ideas, examples, facts, or other details relating to each idea, and join them to the appropriate circles.
- Repeat as you write and circle new word and phrases, draw lines back to the last word, the central word, or other words that seem connected



**Figure 2.4 Circle of The Ideas (third stage)**

- Keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and or we also can cross out the words and phrases that seem irrelevant, and begin to impose some other by clustering and begin to a first draft in writing.



**Figure 2.5 Finishing of Clustering Technique (third stage)**

#### **4. Advantages of Using Clustering Technique**

In general, clustering provides high availability by allowing students writing critical applications to keep running in the event of a failure. In addition Erlik (2009; p.33) stated that clustering adds additional complexity to your messaging in writing, it provides a number of advantages over using the stand alone (non clustered) technique. Clustering provides: (1) Reduced single points of failure functionality; (2) Ability to perform maintenance and upgrades with limited downtime; and (3) Ability to easily scale up your cluster to a maximum of seven active EVSs.

#### **5. Disadvantages of Using Clustering Technique**

Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching



writing actually. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, Widiyani (2009; p.26) stated that the learners do this way under pressure to make this technique as an effective way.

## **6. Implementation Using Clustering Technique in Teaching Writing Recount Text**

From the concept stated previously, it can be known that clustering technique is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes circles to show relationship among the ideas and details that occur to them.

Betty (2005; p.40) stated that to begin take a fresh sheet of paper and writer a general subject in the center. Then the circle word. John Langan also stated that keep in mind that there is no right or wrong way of clustering or diagramming. It is way to think on paper about how various ideas and details relate to one another. Here are following steps in teaching writing recount text using clustering technique:

**Step 1:** Teacher explain about recount text, including the kinds of recount text, generic structure and language features.

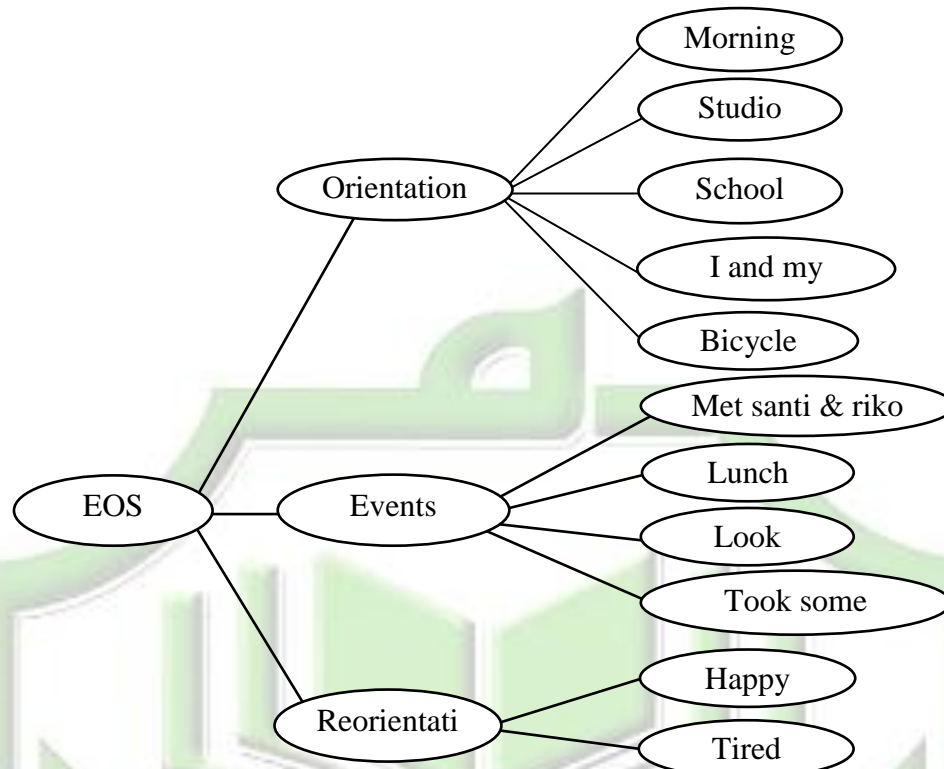
**Step 2:** Introduce the concept of clustering technique to the student. Then, tell them that clustering technique would help them in generate ideas when they started to write.

**Step 3:** Teacher gives the students topic to discuss in leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the

topic in the center and circle it or use the other shapes to make it more interesting and put keywords related to the topic by using lines or arrows. Student do not have to worry in generating ideas, it is free for them to organize their ideas as long as related to the topic given.

**Step 4:** Ask student to write the first draft based on design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.

**Step 5:** After students are able to use clustering technique, ask them to make their own clustering and leads the students while they work to make clustering of the topic to make a personal recount text referred to their own experience. Give student an evaluation to check their ability in writing and to know their problems in writing.



**Figure 2.6 Example Clustering Technique In Teaching Writing Recount Text**

### **EOS Studio**

This morning my friend and I went to EOS studio. It's not far from our school, so we just rode our bicycle. First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Santi and Riko. It was tiring but we were very happy.

## **E. Mindjet Manager**

### **1. The Nature of Mindjet Manager**

Based on Wikipedia accessed on February 22<sup>th</sup> 2018 Mindjet (formerly named MindMan and MindManager) is a commercial team collaboration software

application developed by the company Mindjet. In addition to collaborative elements, the software also provides ways for users to visualize information via the creation of mind maps. Like its predecessors MindMan and MindManager, the Mindjet software provides ways to visualize information via the creation of mind maps, while also providing tools to facilitate team communication, collaboration, and project management. By using cloud storage, Mindjet can propagate changes to mind maps or projects to all users, regardless of which platform users choose for access.

The software that became Mindjet was originally developed by Mike Jetter in the mid-1990s while he was recovering from a bone marrow transplant to treat leukemia. Jetter's goal was to develop a program that would overcome the limitations of creating mind maps with pen and paper, such as the inability to easily move items around. Following his release from the hospital, Jetter decided to sell the software. Based on Wikipedia accessed on February 22<sup>th</sup> 2018 The software's mind maps were initially based on the method created by Tony Buzan. Over time, however, Mindjet has developed its own style of mind mapping.

## **2. Advantages of Using Mindjet Manager**

Based on [www.guruberbagi.com](http://www.guruberbagi.com) accessed on February 22<sup>th</sup> 2018, in general, mindjet manger is software application that provides convenience in terms of making a mind map that can facilitate the teacher and student to summarize the teaching materials effectively and efficiently. Beside that with this application we do not to worry about wasting time to draw. So we can work creatively. Then, an interesting visualization for making mapping is not just

coloring on the map or text. But there are also facilities to add color, symbol and image from both our own and mindjet manager collection.

### **3. Disadvantages of Using Mindjet Manager**

Based on [www.duniapembelajaran.com](http://www.duniapembelajaran.com) accessed on February 22<sup>th</sup> 2018, beside the many advantages of mindjet manager application there must be disadvantages also. Some disadvantages from mindjet manager is:

- Time wasted on writing words that have no connection to memory.
- Time wasted to unnecessary words.
- Time wasted to find reminder keyword.
- The connection of the reminder keyword is interrupted by a separating word.
- The reminder keyword separate.

### **4. Implementation Clustering Technique Using Mindjet Manager in Teaching Writing Recount Text**

The followings are steps in teaching writing using clustering technique using mindjet manager:

**Step 1:** Teacher explain about recount text, including the kinds of recount text, generic structure and language features.

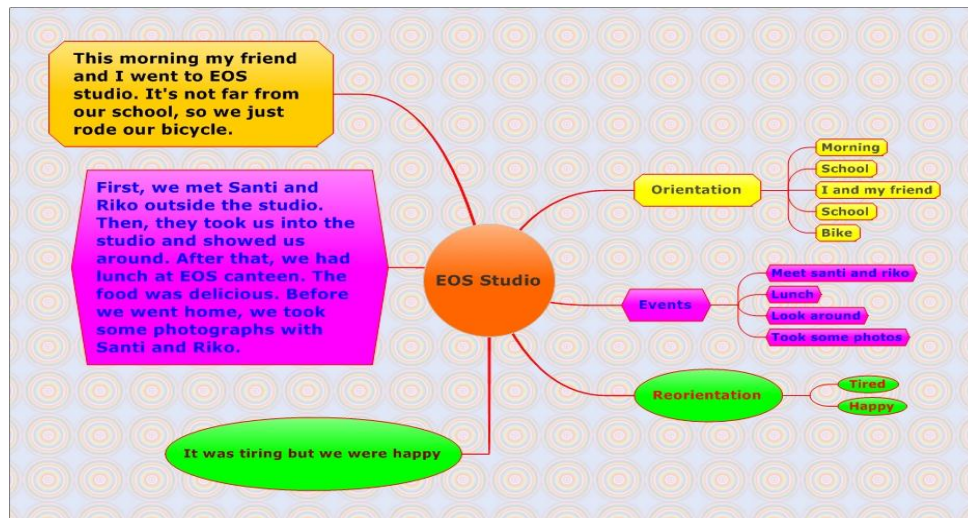
**Step 2:** Introduce the concept and how the use of mindjet manager (software application) to the student. Then, tell them that mindjet manager (software application) would help them in generate ideas when they started to write. To introduce how the use mindjet manager (software application) the teacher use computer and LCD.

**Step 3:** Teacher gives the students topic to discuss in leading students to generate ideas in form mindjet manager (software application) on the LCD as a model. Open the mindjet manager (software application) and follow to teacher explain. Student do not have to worry in generating ideas, it is free for them to organize their ideas as long as related to the topic given.

**Step 4:** Ask student to write the first draft based on design of mindjet manager (software application) samples that have been made on the LCD to know that students have easy when started to write clustering by using mindjet manager (software application). Next, teacher also guides students when they start writing the first draft on their writing.

**Step 5:** After students are able to use mindjet manager (software application), ask them to make them clustering and leads the students while they work to make clustering using mindjet manager (software application) of the topic to make a personal recount text referred to their own experience. Give student an evaluation to check their ability in writing and to know their problems in writing.





**Figure 2.6 Example Clustering Technique Mindjet Manager In Teaching Writing Recount Text**

## **F. Experimental Study**

An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes the consequences of that change. Only research problems that permit a writer to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Donald (2010; p.265) stated that because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another. According to Donald (2010; p.266) also stated that the essential requirements for experimental research are control, manipulation of the independent variable, and observation and measurement.

***a. Control***

Donald (2010; p.267) stated that control of variables is the essence of the experimental method. When a study is completed, writer want to attribute the outcome to the experimental treatment. To do this, they must eliminate all other possible explanations by controlling the influence of irrelevant variables. Without control it is impossible to evaluate unambiguously the effects of an independent variable or to make inferences about causality.

***b. Manipulation***

Donald (2010; p.267) stated that the manipulation of an independent variable is a deliberate operation performed by the experimenter. In educational research and other behavioral sciences, the manipulation of an independent variable involves setting up different treatment conditions. Treatment is another word for the experimental manipulation of the independent variable. The different treatment conditions administered to the subjects in the experiment are the levels of the independent variable.

***c. Observation And Measurement***

Donald (2010; p.269) stated that after applying the experimental treatment, the researcher observes to determine if the hypothesized change has occurred. Some changes can be observed directly, whereas other changes are measured indirectly. Learning, for example, is often the dependent variable in educational research. Researchers cannot measure learning directly. They can only estimate learning through scores on an achievement test or other measures chosen

according to the operational definition. Therefore, strictly speaking, the dependent variable is observed scores rather than learning.

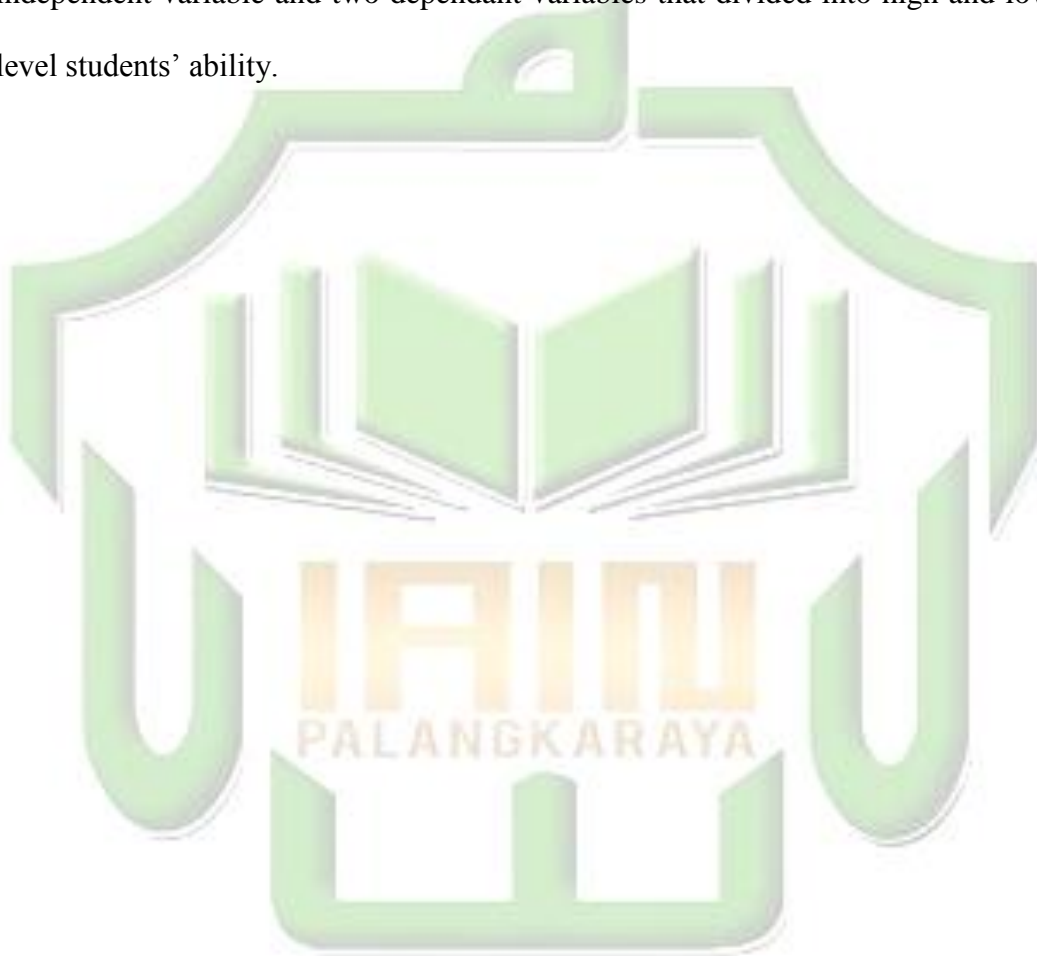
#### **H. Analysis Of Variance (ANOVA)**

Donald ( 2010; p.186) stated that an experiment investigating the combined effects of two or more independent variables is called a factorial design, and the results are analyzed by means of a multifactor analysis of variance. If two independent variables are investigated, it is the analysis a two-way analysis of variance. The null hypothesis for two way ANOVA is that the population means are equal. The effects of each independent variable (stress, age and motivation level) on the dependent variable are called main effects, whereas the effect of different combinations of the two independent variables on the dependent variable is referred to as an interaction effect. The end products of these analyses will be three F ratios, two of which indicate the significance of the two main effects and the third indicates that of the interaction effect.

The general rationale of ANOVA is that the total variance of all subjects in an experiment can be subdivided into two sources: variance between groups and variance within groups. Variance between groups is incorporated into the numerator in the F ratio. Variance within groups is incorporated into the error term or denominator, as it is in the t test. As variance between groups increases, the F ratio increases. As variance within groups increases, the F ratio decreases. The number of subjects influences the F ratio: the larger the number, the larger the numerator becomes. When the numerator and denominator are equal, the

differences between group means are no greater than would be expected by chance alone.

In this study, the writer used two-way ANOVA to find the significant effect of clustering technique using mindjet manager toward students' ability in writing recount text. Since in this study, the writer has three variables; one independent variable and two dependant variables that divided into high and low level students' ability.



### **CHAPTER III**

#### **RESEARCH METHOD**

In this chapter, the writer discusses: Research Methodology consists Research type, Research design, Variable of the study, Place of the study, Population and Sample of the study, Instrument of the study, Data collection and Data analysis procedure.

##### **A. Research Type**

Considering the purposes of the research and the nature of the problems, the type of research is quantitative research that uses cluster sampling. The research took two classes as experiment class and control class. Experiment class was sample class that gave treatment which the teaching learning process used clustering technique using mindjet manager in teaching writing recount text. In the other hand control class was compared class that the teaching learning process did not use clustering technique using mindjet manager in teaching writing recount text.

##### **B. Research Design**

The research design of this study is factorial - experimental design using two-ways ANOVA to analyze the data. Donald (2010; p.311) stated that factorial experimental design is one in which the writer manipulates two or more variables simultaneously in order to study the independent effect of each variable on the dependent variable, as well as the effects caused by interactions among the several



variables. Donal ( 2010; p.184) stated that two-ways ANOVA is two independent variables are investigated.

Donald (2010; p.266) stated that xperimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or the independent variable (clustering technique using mindjet manager as instructional media in teaching writing recount text). The observed and measured variable is called the dependent variable (high and low students' ability score in writing recount text).

**Table 3.1 The Schema of Factorial Design**

Level	Treatment	
	Experimental (B1)	Control (B2)
High (A1)	A1B1	A1B2
Low (A2)	A2B1	A2B2
High + Low (A1 + A2)	B1	B2

**Note:**

A1 : High Students	A1B1 : High Students of Experiment class
A2 : Low Students	A2B1 : low Students of Experiment Class
B1 : Experiment Class	A1B2 : High Students of Control Class
B2 : Control Class	A2B2 : Low Students of Control Class

**C. Variable of The Study**

Sutrisno (2004; p.250) stated that variable is the objects of the study which indicate variations. There are two variable of this study, as follow:

1. Independent variable: Clustering technique using mindjet manager in teaching writing recount text (X)
2. Dependent variable:
  - a. Writing score of high students' ability ( Y1)



b. Writing score of low students' ability (Y2)

#### **D. Place of the Study**

The place of study is SMPN 11 Palangka Raya, Jln Mahir Mahar km 8 Tjilik Riwut telephone 0811520359 Palangka Raya 73112. In this study, the writer will need two mounts to collect data or experiment.

#### **E. Population and Sample of the Study**

##### **1. Population**

According to Suharsimi (2000; p.108) the population is the whole of the research subject, if someone wants to research all of the elements in research area his research is called population research on census study. The Population of the research as all the student of the eighth grade student of SMPN 11 Palangka Raya.

**Table 3.2 Number of The Eighth Grade Student in SMPN 11 Palangka Raya**

NO	CLASS	NUMBER
1	VIII 1	22
2	VIII 2	22
3	VIII 3	22
Total		66

##### **2. Sample**

The sample is a representative of the population. The population of the research is large. The writer needs to do sampling. The sample was taken by using

purposive sampling because the writer chose three classes as a sample. In this study, class VIII 3 will be as an experimental class, VIII 2 will be as control class. Whereas VIII 1 will be as try out the class. Since the population is less than 100, the write takes all population as the sample of the study. Therefore, the study is called population research. The number of the subjects is 66 students.

## **F. The instrument of the Study**

### **1. Test Type**

The type of the test will use to collect the data is in the form of writing test, especially recount writing test using and without clustering technique using mindjet manager. The test consists of the instructions and statement the subjects addressed in their writing and the alternative topics to be chosen. They will ask to develop the topic into a text. The allocated time to do each writing test is 80 minutes.

### **2. Test Construction**

The construction is based on the objective of the study. The study is aimed at finding the effectiveness of using clustering technique using mindjet manager on students' ability in writing recount text in the eighth grade of SMPN 11 Palangka Raya. To investigate the effectiveness of using clustering technique using mindjet manager on students' ability in writing recount text in the eighth grade of SMPN 11 Palangka Raya. The result of two tests are investigated using statistical analysis and the outcomes are compared to see the effects of using

clustering technique using mindjet manager the different level of students' achievement.

To gain the appropriate writing test for the aim of this study, the writer does some steps: : (a). planning the writing test, (b). preparing the writing test, (c). trying out (pre test) the test and analyzing the result, and (d). carrying out the test.

### **1). Planning the writing test**

To produce a good writing test, the writer makes a plan on the test construction. In this sense, the objective of the test is determined. Then, the writer decides the appropriate type of test. The test type and test objectives are very close. The test objective cannot be achieved without having appropriate test type. Then, the writer cares for the adequacy of the content. The test content should match with test types and objectives. Lastly, the time allocation for the test administration plans as well as the instrument tries out.

### **2). Preparing the writing test**

The writing test is used to elicit the data covering direction and instructions of what the subjects have to do. To make the instruction clear and understood by the students, the instructions must simple. The instruction is accompanied with several alternative topics. The topics are the ones the students familiar and can develop into the composition.

Barbara (1986; p.50) stated as follows to construct the directions, the writer takes into account the guidelines applied by Clouse as follow: (1).The question should be clear, (2). The question should be brief, (3).The question should be definite, (4). Avoid question requiring yes or no answers, (5).Average

students should be able to write an answer to the questions, (6). The vocabulary used and the concepts expressed in the topic should not be too difficult for ordinary students to understand immediately, (7). The instructions should provide an organizing principle for composition.

The writing instructions are designed to measure the students' writing ability. The students' ability is scored on the basis of the marking scheme that contains some features or component of writing such as content, organization, sentences structure, and grammar, usage and mechanics of the students' writing.

### **3) Test Try Out**

In order to prove the test is suitable for the students who are the sample of this study, the writer will be conducting a try out the test. Then the writer chooses a student in some school but different class to try out the test. The try out test will be conducted to SMPN 11 Palangka Raya, VIII 1 will be as the try out the class with 22 students. If the result is valid, it means that the test item as the instrumentation of this study is suitable to be given.

### **3. Research Instrument Reliability**

Donald (2010; p.236) stated that reliability is a necessary characteristic of any good test for it to be valid at all. A test must first be reliable as a measuring instrument. It is the degree of consistency with which it measures whatever it is measuring. Similarly, Sekaran stated that reliability is the extent of consistency and stability of the measuring instrument. In this case, to score composition as fairly and consistently as possible, the writer uses inter rater method (test of

reliability). Inter-rater reliability is the consistency of the judgment of several raters on how they see a phenomenon or interpret the responses of the subjects.

In this case, the two raters will be employed to score the students' writing. The two raters are the writer and the English teachers who have a lot of experience in teaching the English language in senior high school. One important thing in using the inter rater method in rating process is focused on the training of the raters. It can maximize the accuracy of the writing assessment. This makes the raters be consistent in scoring and avoid subjectivity of the raters in scoring. For this purpose, the training is done to get inter rater agreement in order to give reliable scores to students' writing product.

Relevant to this, David (1992; p.56) stated that the acceptance reliability on composition score is possible to get through careful training of raters. Furthermore, Latief (2010; p.214) stated that reliability on composition is affected by both raters and writers of the text. Raters' reliability refers to the accuracy of the raters judgment. Meanwhile, writers' reliability refers to the accuracy of the writers' performance.

To obtained inter-rater reliability, the score of two raters were correlated using SPSS program. Then the writer got the interpretation of coefficient correlation, whether they belong to high, moderate, or positive weak negative inter rater reliability category. The obtained coefficient should indicate that the students writing product both using clustering technique and without clustering technique have achieved the acceptable level reliability. Calculation result of  $r$  was compared with  $r_{table}$  by 5% degree of significance with  $df=N-2$ . If  $r$  was

higher than  $r_{table}$  so it meant reliable and if  $r$  was lower than  $r_{table}$  so it meant unreliable. In this case, the writer applied the coefficient correlation and interpretation of inter-rater reliability proposed by Winkle et al as shown in table 3.3.

**Table 3.3 Inter-Rater Coefficient Correlation and Interpretation**

Correlation Coefficient	Interpretation
.90 to 1.00 or - .90 to -1.00	Very high positive or negative correlation
.70 to .89 or - .70 - to - .89	High positive or negative correlation
.50 to .69 or - .50 to - .69	Moderate positive or negative correlation
.30 to .49 or - .30 to - .49	Low positive or negative correlation
.00 to .29 or - .00 to - .29	Little if any correlation

**Table 3.4 Testing of Correlation**

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.715**
	Sig. (2-tailed)		.000
	N	22	22
VAR00002	Pearson Correlation	.715**	1
	Sig. (2-tailed)	.000	
	N	22	22

\*\*, Correlation is significant at the 0.01 level (2-tailed).

Based on the calculation above used SPSS program, the  $r$  was 0.715. Then it was consulted with  $r_{table}$  of Product Moment with  $df = 22 - 2 = 20$ , the level of significance 5% so  $r_{table} = 0.4227$ . Because  $r = 0.715 > r_{table} = 0.4227$ . It could be concluded that the try out was reliable.

Based on the Result of Instrument Reliability above, it was known that the coefficient of reliability was 0.715 with the Criteria High positive Reliability. It meant that the instrument could be used as the Instrumentation of the study.



#### **4. Research Instrument Validity**

Validity is a measurement which shows the grades of a number of an Instrument. A valid Instrument must have high validity, it means that an Instrument which lacks validity is said to be Invalid instrument.

An instrument is called a valid one when it can measure something which is wanted by covering the variable studied exactly. The method used in measuring the validation of the instrument is called content validity. A test or a measurement can be called a content test when it measures the special purpose which is equal to the material or content was given.

##### **1. Face Validity**

The types of face validity, if the test items look right to other testers, teacher, indicators and test. The types of test items, which would use in this research, can be suitable for the others at the same level is Junior High school.

For face validity of the test items as follow:

- 1) The test uses written test in essay test instruction.
- 2) The evaluation by essay tests based on the scoring system.
- 3) Kind of the essay test is writing recount text.
- 4) The Language of items uses English
- 5) The essay test is suitable with the syllabus of English writing skill for the eight grade of SMPN 11 Palangka Raya.

##### **2. Content Validity**

Heaton (1974; p.154) explained that this kind of validity depends on a careful analysis of the language being tested being tested and of the particular

course objective. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objective always being apparent.

The instrument which is using test, the tasting of content validity is done by asking the opinion of the judgment experts about the instrument is able to try out or not.

### **G. Data Collection**

To answer the research problems: (1). Does teaching clustering technique using mindjet manager give effect on high students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya? (2). Does teaching clustering technique using mindjet manager give effect on low students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya?(3). Does teaching clustering technique using mindjet manager give effect on high and low student's ability in wrting recount text at the eighth grade of SMPN 11 Palangka Raya?

To get the accurate data in this study, the writer selects the instruments that will be appropriate for the problem statement, there are:

#### **1. Documentation**

Documentation method is used to look for the data concerning matters or the variable that are taken in the form of the note, transcript, book, newspaper, magazine, inscription, notulen, lengger, agenda, etc. it refers to the archival data that help the writer to collect the needed data. In this study, this method is used to get the data that related to the object of research such as students' name list which

is included in the population. In this case, the data was gained by the help of the English teacher.

## **2. Test**

Ridwan (2006; p.150) stated that the test is a set of questions or exercises and other tools which are used to measure skill, intelligence, knowledge, and ability individual or group has those. This method is used to get data about a score of the pre-test and post-test that was given for both of groups. The test in this study is an essay test or subjective test. In essay test of writing, the students are given a free chance to think as much as possible. They can freely express and organize their ideas in written form.

### **a) Pre- test**

Before the teacher teaches new material by using clustering technique using mindjet manager, the teacher will give a test to the students. A pre-test is given to the experiment class and the control class. This test is given before the experiment was run.

### **b) Post- test**

Post-test will be given to the experiment class and the control class. The test will be given in order to know the improvement of students' ability in writing recount text. The post-test will give to the experiment class and control class after receiving treatment. The experimental groups will be taught recount writing through a clustering technique using mindjet manager the control groups will be taught recount writing without clustering technique using mindjet manager (by using lecturing only).

For collecting the data, the writer used some steps in the procedure as follows:

1. The writer observed the class.
2. The writer determined the class into experimental and control group.
3. The writer gave pre-test to experimental group and control group.
4. The writer analyzed the result of trying out so that the data gained from the test are valid and reliable.
5. The writer gave treatment to an experimental group that was taught by clustering technique using mindjet manager.
6. The writer gave a post test to the experiment group and control group.

This post test gave writing test like in the pretest. The post test is the last test that gives for two groups (Experimental and Control Group).

By using post test, the study was getting the score from both groups.

1. The writer gave a score to the data from experiment and control group.  
After post test is done by experimental and control group, the writer gave scores combine with the pre test scores of both groups.
2. The writer analyzed the data that have been obtained from pretest and post test.
3. The writer interpreted the analysis result.

The data that analyze should interpret. By interpreting the data analyze, it answers the problem of study.

The writer concluded the activity of the study whether the clustering technique gives effect to the students' writing ability on recount text by using clustering technique using mindjet manager or not, based on the obtained.

**Table 3.5 The Data Collection Procedure is Presented in Table**

No	Source of Data	Instrument	Data Needed
1	Student	Try out-test	Students' score to find validity and reliability of writing test
2	Student	Pre-test	Students' writing score to see the early ability before treatment
3	Student	Post-test	Students' writing score to see the early ability after treatment

## **H. Data Analysis**

The data of this study students' writing ability in recount text. Therefore, the data are in quantitative data. The data was analyzed by means of inferential statistics. This statistical analysis is suitable to answer the research problem. In this case, the writer applied one way ANOVA to examine the students' writing ability recount text that teaches clustering technique using mindjet manager and that teach without clustering technique using mindjet manager.

### **1. Techniques of Data Analysis**

Before analyzing data using ANOVA Test, the writer fulfilled the requirements of ANOVA Test. They are Normality test, homogeneity test and testing hypothesis.

#### **a. Normality Test**

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. In this study to test the normality the writer applied SPSS 23 program using Kolmogorov Smirnov with

the level of significance =5%. The calculation result of asymptotic significance is higher than  $\alpha$  (5%) so the distribution data was normal. In the contrary, if the result of an asymptotic significance is lower than  $\alpha$  (5%), it meant the data was not a normal distribution.

#### **b. Homogeneity Test**

Homogeneity is used to know whether experimental group and control group, that are decided, come from a population that has a relatively same variant or not. To calculate homogeneity testing, the writer applied SPSS 23 program used Levene's testing with the level of significance  $\alpha$  (5%).

If calculation result was higher than 5% degree of significance so  $H_a$  was accepted, it means both groups had the same variant and homogeneous.

#### **c. Testing Hypothesis**

The writer applies the two-way ANOVA statistical to test the hypothesis with the level of significance  $\alpha$  5% two-way ANOVA could be applied to test a difference mean or more. The steps are as follows:

- a). The total sum of squares:

$$SS_t = \sum X^2 - \frac{(\sum X_t)^2}{N}$$

Where

$SS_t$  = sum of square total

$\sum X^2$  = each score squared, then summed

$(\sum X_t)^2$  = all the scores summed first, then this sum squared

$N$  = number of scores



b). The sum of squares between groups

$$SS_b = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X)^2}{N}$$

c). The sum of squares within groups

$$SS_w = SS_t - SS_b$$

d). The between columns sum of squares

$$SS_{bc} = \frac{(\sum X_{c1})^2}{n_{c1}} + \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X)^2}{N}$$

e). The between rows sum of squares

$$SS_{br} = \frac{(\sum X_{r1})^2}{n_{cr1}} + \frac{(\sum X_{r2})^2}{n_{cr2}} - \frac{(\sum X)^2}{N}$$

f). The sum of squares interaction

$$SS_{int} = SS_b - (SS_{bc} + SS_{br})$$

g). Determine the number of degrees of freedom associated with each source of variation. They are found as follows:

$$df \text{ for between-columns sum of squares} = C - 1$$

$$df \text{ for between-rows sum of squares} = R - 1$$

$$df \text{ for interaction} = (C - 1)(R - 1)$$

$$df \text{ for between-groups sum of squares} = G - 1$$

$$df \text{ for within-groups sum of squares} = N - G$$

$$df \text{ for total sum of squares} = N - 1$$

where:

$C$  = number of columns

$R$  = number of rows

$G$  = number of groups

$N$  = number of subjects in all groups

- h). The mean square values by dividing each sum of squares by its associated number of degrees of freedom
- i). Compute the F ratios for the main and the interaction effects by dividing the between-groups mean squares by the within-groups mean square for each of the three components.

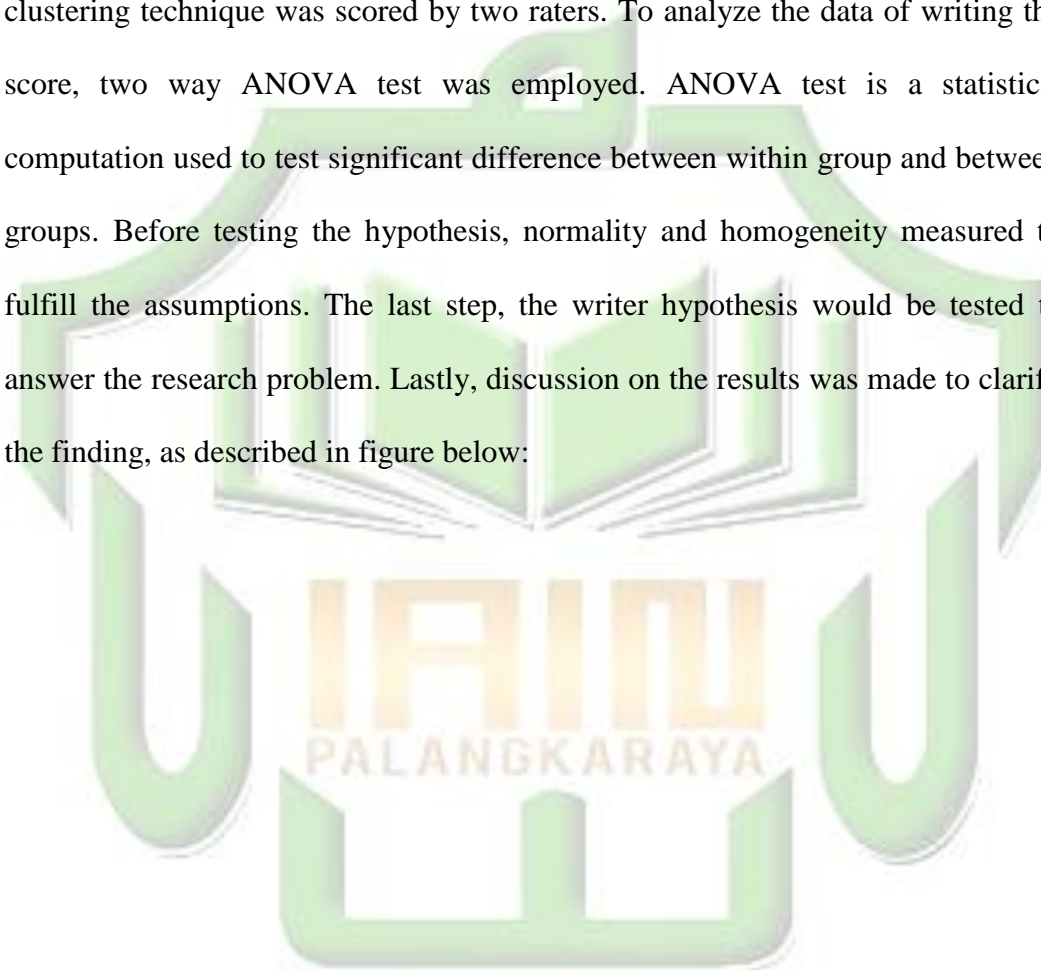
### **I. Data Analysis Procedures**

To analyze the writer do same ways in data analysis procedure, they are as follows:

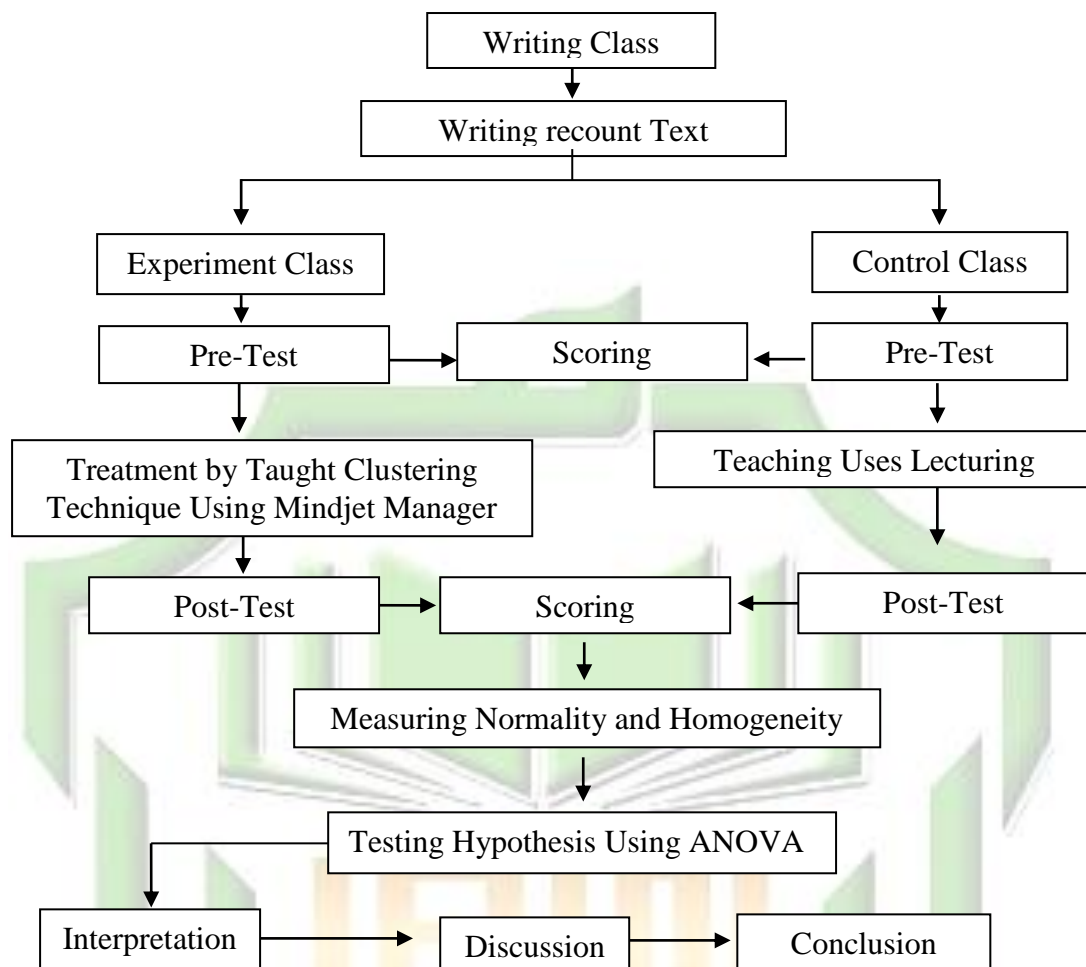
1. Collected the students' written scores of pre-test and post- test.
2. Arranged the obtained score into the distribution of frequency of score table.
3. Calculated mean, median, modus, standard deviation and standard error of students' score.
4. Measured the normality and homogeneity.
5. Analyzed the data by using two-way analysis of variance to answer the problem of the study. In addition, the SPSS program is applied.
6. Interpreted the result of analyzing data.
7. Make discussion clarify the research finding.
8. Gave conclusion.
9. Summary

To sump up, the step in collecting, analyzing and hypothesis testing can describe below. In the first step, the writer chose the place of the study. The

second step, the writer gave a test of try out (Try out class). The subjects were divided into two groups; experimental group and control group. Experiment group was assigned to write a recount text using clustering technique using mindjet manager and control group without clustering technique using mindjet manager. The third step, the students' writing both using a clustering technique or without clustering technique was scored by two raters. To analyze the data of writing the score, two way ANOVA test was employed. ANOVA test is a statistical computation used to test significant difference between within group and between groups. Before testing the hypothesis, normality and homogeneity measured to fulfill the assumptions. The last step, the writer hypothesis would be tested to answer the research problem. Lastly, discussion on the results was made to clarify the finding, as described in figure below:



**Figure 3.1 Steps of Collecting, Data Analysis Procedure and Testing Hypothesis**



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were the result of experiment and control class, the result of post-test experiment and control class, result of data analysis, and interpretation.

#### **A. Data Presentation**

##### **1. The result of Pre-Test and Post- Test score of Experiment and Control Class**

The pre- test and post- test at the control class had been conducted on March, 7 th 2018 (Wednesday, at time 08.20-09.40) for pre-test and March, 26 th 2018 (Monday, at time 09.35-10.55) for post- test in class VIII 2 of SMPN 11 Palangka Raya with the number of student was 22 students. Then the experiment class had been conducted on March, 7 th 2018 (Wednesday, at time 09.55-11.15) for pre-test and March, 27 th 2018 (Tuesday, at time 08.20- 09.40) for post- test in the class VIII 3 of SMPN 11 Palangka Raya with the number of student was 22 students. The pre-test and post-test scores of both of class were presented in table 4.1 and 4.2:

**Table 4.1 The Pre-test and Post-test Scores of High Students of Control and Experiment Class**

No	Control Class				Experiment Class			
	Student Code	Score		Improvement	Student Code	Score		Improvement
		Pre-test	Post-test			Pre-test	Post-test	
1	C1	75	81	6	E1	64	83	19
2	C2	62	70	8	E3	63	73	10
3	C3	69	76	7	E4	76	88	12
4	C5	73	73	0	E7	64	73	9
5	C6	68	74	6	E8	78	82	4
6	C7	63	65	2	E9	61	78	17
7	C9	75	77	2	E11	66	76	10
8	C10	64	68	4	E12	74	78	4
9	C11	68	73	5	E13	73	79	6
10	C13	74	73	-1	E14	66	74	8
11	C14	70	74	4	E15	75	76	1
12	C15	68	70	2	E16	68	78	10
13	C16	68	74	6	E17	70	73	3
14	C18	75	74	-1	E19	66	73	7
15	C20	64	74	10	E20	68	73	5
16	C21	65	70	5	E21	62	75	13
17	C22	73	76	3	E22	64	75	11
Sum		1174	1242	68		1158	1307	149
Lowest Score		62	65	-1		61	73	1
Highest Score		75	81	10		78	88	19
Mean		69.06	73.06	4.00		68.12	76.88	8.76
Standard Deviation		4.48	3.70	3.10		5.29	4.24	4.84

The writer got the result of the data by using manual calculation and SPSS

23. The data presentation of experiment and control class showed the table



frequency distribution of pre- test score, the measurement of central tendency (mean, median, and mode).

Based on the result above, mean of control class who taught using conversional teaching was from 69.06 in pre-test to 73.06 in post-test. Then mean of experiment class was from 68.12 in pre-test before the writer applied clustering technique using minjet manager in teaching writing recount text and after the writer applied clustering technique using minjet manager, mean of post- test in experiment class was 76.88. It can be concluded that, mean of high level of students' ability of class VIII 2 as control class and VIII 3 as experiment class increased from pre- test to post- test.

**Table 4.2 The Pre- Test and Post- Test Scores of Low students of Control and Experiment Class**

No	Control Class				Experiment Class			
	Student Code	Score		Improvement	Student Code	Score		Improvement
		Pre-Test	Post Test			Pre-Test	Post Test	
1	C4	58	70	12	E2	59	82	23
2	C8	59	62	3	E5	58	79	21
3	C12	58	67	9	E6	59	75	16
4	C17	58	62	4	E10	56	75	19
5	C19	58	70	12	E18	58	76	18
Sum		291	331	40		290	387	97
Lowest Score		58	62	3		56	75	16
Highest Score		59	70	12		59	82	23
Mean		58.20	66.20	8.00		58.00	77.40	19.40
Standard Deviation		0.45	4.02	4.30		1.22	3.05	2.70

Based on the result above, mean of control class who taught using conversional teaching was from 58.20 in pre-test to 66.20b in post-test. Then mean of experiment class was from 58.00 in pre-test before the writer applied clustering technique using mindjet manager in teaching writing recount text and after the writer applied clustering technique using mindjet manager, mean of post-test in experiment class was 77.40. It can be concluded that, mean of low level of students' achievement of class VIII 2 as control class and VIII 3 as experiment class increased from pre- test to post- test.

## **B. Research Findings**

### **1. Testing of Normality and Homoginity**

The writer was calculated the result of pre-test and post-test score of experiment and control class by using SPSS 23 program. It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Also homoginity is used to know whether experiment group and control group, that are decided, come from population that has relatively same variant or not.

- a. Testing of Normality and Homoginity of Pre-test of Experiment and Control Class

**Table 4.3 Testing of Normality One-Sample Kolmogorov-Smirnov Test**  
**One-Sample Kolmogorov-Smirnov Test**

		Experiment	Control
N		22	22
Normal Parameters <sup>a,b</sup>	Mean	65.82	66.59
	Std. Deviation	6.359	6.084
Most Extreme Differences	Absolute	.125	.137
	Positive	.125	.121
	Negative	-.098	-.137
Kolmogorov-Smirnov Z		.501	.648
Asymp. Sig. (2-tailed)		.964	.795

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation used SPSS 23 program, the asymptotic significant normality of experiment class 0.200 and control class was 0.200. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significant 5% ( $\alpha=0.05$ ). Since asymptotic significant of experiment =  $0.964 \geq \alpha = 0.05$ , and asymptotic significant of control =  $0.795 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

**Table 4.4 Testing of Homoginity Levene's Test of Equality of Error Variance**

Dependent Variable: Ability

F	df1	df2	Sig.
6.269	3	40	.125

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Based on the result of homogeneity test, the  $F_{\text{value}}$  was 6.269 and the significant value was 0.125. The data are homogeneous if the significant value is higher than significant level  $\alpha = 0.05$ . Since the significant value (0.125) was higher

than significant level  $\alpha = 0.05$ , it could be concluded that the data are homogeneous. It meant that both of classes have same variants.

- b. Testing of normality and homogeneity for post-test of experiment and control class

**Table 4.5 One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		22	22
Normal Parameters <sup>a,b</sup>	Mean	77.00	71.50
	Std. Deviation	3.940	4.708
Most Extreme Differences	Absolute	.191	.170
	Positive	.191	.116
	Negative	-.155	-.170
Kolmogorov-Smirnov Z		1.449	.893
Asymp. Sig. (2-tailed)		.301	.402

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation used SPSS 23 program, the asymptotic significant normality of experiment class was 0.301 and control class was 0.402. Then the normality both of class was consulted with table of Kolmogorov-Smirnov with the level of significant 5% ( $\alpha = 0.05$ ). Since asymptotic significant experiment = 0.301  $\geq \alpha = 0.05$ , and asymptotic significant control = 0.402  $\geq \alpha = 0.05$ , it could be conclude that the data was normal distribution.

**Table 4. 6 Testing Homogeneity Levene's Test of Equality of Error Variances**

Dependent Variable: Ability

F	df1	df2	Sig.
.322	3	40	.810

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Based on the result of homogeneity test, the  $F_{\text{value}}$  was 0.322 and the significant value was 0.810. The data are homogeneous if the significant value is

higher than significant level  $\alpha = 0.05$ . Since the significant value (0.810) was higher than significant level  $\alpha = 0.05$ , it could be concluded that the data are homogeneous. It meant that both of classes have same variants.

## 2. Testing Hypothesis

The writer used Two-ways ANOVA to test the hypothesis with significant level  $\alpha = 0.05$ . The writer used manual calculation and SPSS 23 program to test the hypothesis using Two-ways ANOVA. The criteria of  $H_a$  was accepted when  $F_0 > F_{table}$ , and  $H_0$  was refused when  $F_0 < F_{table}$ . The result of testing hypothesis explained in table 4.7.

**Table 4.7 Result of Testing Hypothesis**

Source of variance	SS	Df	MS	F observed (F0)	Level of significant 0.05
Between Columns	332.75	1	332.75	17.657	4,08
Between Rows	77.68	1	77.68	7.460	4,08
Columns by Rows (Interaction)	105.11	1	105.11	6.529	4,08
Between Group	515.54	3	-39.29		
Within Group	-39.29	40	18.2199		
Total	476.25	43			

1. First, based on the calculation above used manual calculation and SPSS 23 program, the  $F_{observed}$  between columns was 17.657. Then it was consulted with  $F_{table}$  of with the level of significant 5% so  $F_{table} = 4,08$ . Since  $F_0 = 17.657 > F_{table} = 4,08$ , the difference between columns was significant. It could be concluded that clustering technique using mindjet

manager toward students' ability in writing recount text was significant effect. Thus,  $H_a$  that stating clustering technique using mindjet manager gave significant effect for high students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya was accepted and  $H_0$  that stating clustering technique using mindjet manager did not give significant effect for high students' ability in writing recount text the eighth grade of SMPN 11 Palangka Raya was rejected.

2. Second, the  $F_{\text{observed}}$  between rows was 7.460 which consulted with  $F_{\text{table}}$  with the level of significant 5%, Since the  $F_{\text{observed}} = 7.460 > F_{\text{table}} = 4,08$ , the difference between rows was significant. It could be concluded that clustering technique using mindjet manager toward low students' ability in writing recount text was significant effect. Therefore,  $H_a$  stated that clustering technique using mindjet manager gave significant effect for low students ability in writing recount text the eighth grade of SMPN 11 Palangka Raya was accepted and  $H_0$  that stating clustering technique using mindjet manager did not give significant effect for low students ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya was rejected.
3. Third, the  $F_{\text{observed}}$  columns by rows (interaction) was 6.529 that consulted with level of significant 5%. Since  $F_{\text{observed}} = 6.529 < F_{\text{table}} = 4,08$ , it could be concluded that clustering technique using mindjet manager toward high and low students' ability in writing recount text was significant effect. It could be concluded that clustering technique using



mindjet manager for high and low students gave effect to both level and there was no difference.

### 3. Interpretation of the Result

The hypothesis testing used Two-ways ANOVA to measure the significant effect of clustering technique using mindjet manager toward high of students' ability in writing recount text. First, based on the manual calculation and SPSS 23 program of Two-ways ANOVA the  $F_0 = 17.657$  was consulted with  $F_{table}$  with significant level 5% ( $F_{table} = 4,08$ ). Therefore,  $F_0 (17.657) < F_{table} (4,08)$ . It could be concluded that clustering technique using mindjet manager toward high level students' ability in writing recount text was significant. The result of clustering technique using mindjet manager toward high students' ability in writing recount text had better mean (74.97) than student's who taught without clustering technique using mindjet manager with mean (71.80).

Then second F- ratio, which  $F_0 = 7.640$  was more than  $F_{table}$  on significant level 5% ( $F_{table} = 4,08$ ) is significant at the level 5% ( $F = 4,08$ ), based on comparison of ability of the subject in high of experiment class and high of control class with ability of the subject in low of experiment class and low of control class. Therefore, it can summary that the difference ability between the performance of those subject in high and the subject in of both classes in writing recount text is beyond expectation. It showed on table 4.7 that high of experiment class and control class have obtained a combined mean (73.79) as compared with mean (66.20) for low of experiment and control group.

The third F-ratio showed the interaction effect between the two variable, high and low students' ability in writing recount text that taught by clustering technique using mindjet manager, which testing hypothesis used Two-ways ANOVA. Based on the calculation of Two-ways ANOVA,  $F_0 = 6.529$ . It was consulate with  $F_{table}$  with level of significant 5% ( $F_{table} = 2.74$ ) Since the  $F_0 = 6.529 < F_{table} = 4,08$ . It could be concluded that no significant interaction of clustering technique using mindjet manager toward high and low students' ability in writing recount text. It meant that the effect of clustering technique using mindjet manager in teaching writing recount text did not depend on the students' ability. Since clustering technique using mindjet manager gave effect toward high and low students' ability in writing recount text and there was not difference on both.

### C. Discussion

The result of analysis showed that there was significant effect of clustering technique using mindjet manager toward high and low level students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya. The students who were taught clustering technique using mindjet manager got higher score in post- test with mean (74.40) than those students who were taught by conversional method with mean (71. 27). Moreover, after the data calculated using Two-ways Anova with 5% level of significant. It was found that the  $F_{observed}$  was higher than  $F_{table}$  with  $\alpha = 0.05$ .

The first result based on the calculation above used manual calculation and SPSS 23 program, the  $F_{observed}$  between columns was 5.939. Then it was consulted with  $F_{table}$  of with the level of significant 5% so  $F_{table} = 4.08$ . Since  $F_0 = 5.939 >$

$F_{table} = 4,08$ , the difference between columns was significant. It could be concluded that clustering technique using mindjet manager toward high level student's ability in writing recount text was significant effect. Based on the calculation result, the mean score (X) of high students level of experiment class (68.12 at pre- test and 76.88 at Post-test) was higher than those who in control class (69.06 at pre-test and 73.06 at post-test). Thus,  $H_a$  that stating clustering technique using mindjet manager gave significant effect on high level students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya was accepted and  $H_0$  that stating clustering technique using mindjet manager did not give significant effect on high level students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya was rejected.

Second result of testing hypothesis shown that the  $F_{observed}$  between rows was 7.460 which consulted with  $F_{table}$  with the level of significant 5%, because the  $F_{observed} = 7.460 > F_{table} = 4,08$ , the difference between rows was significant. It could be concluded that clustering technique using mindjet manager toward low level students' ability in writing recount text was significant effect. Based on the calculation result, the mean score (X) of low students level of experiment class had been improvement from 58 at pre- test and 77.40 at Post-test. Although at pre- test the mean score of low level students' ability of experiment class (58) was lower than the students at control class (77.40). In contrary, at post- test mean score of low level students' ability of experiment class (77.40) was higher than mean score of control class (58.20). Therefore,  $H_a$  that stating clustering technique using mindjet manager gave significant effect on low level students'

ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya was accepted and  $H_0$  that stating clustering technique using mindjet manager did not give significant effect on low level students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya was rejected.

Third calculation, the  $F_{\text{observed}}$  columns by rows (interaction) was 6.529 that consulted with level of significant 5%, because  $F_{\text{observed}} = 6.529 < F_{\text{table}} = 4,08$ , it could be concluded that clustering technique using mindjet manager toward high and low level student's ability in writing recount text gave significant effect and there was no difference on both. Thus,  $H_a$  that stating clustering technique using mindjet manager gave significant effect toward low and high level students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya was accepted and  $H_0$  was rejected. It meant that the effect of clustering technique using mindjet manager in teaching writing recount text did not depend on the students' level ability.

This finding indicated that the alternative hypothesis stating that there was any significant effect of clustering technique using mindjet manager toward high and low of students' ability in writing recount text was accepted. On contrary, the null hypothesis was rejected.

There are several reasons of clustering technique using mindjet manager gives effect on students writing ability in writing recount text such as:

First, based on teaching learning process, the students understand what they should do first when the writer asked them to write a report text based on the theme. According to Dawson and Essid ( accessed on February 22<sup>th</sup> 2018) stated

that clustering is a type of prewriting that's allows the learners to explore many ideas as soon as they occur to the learners.

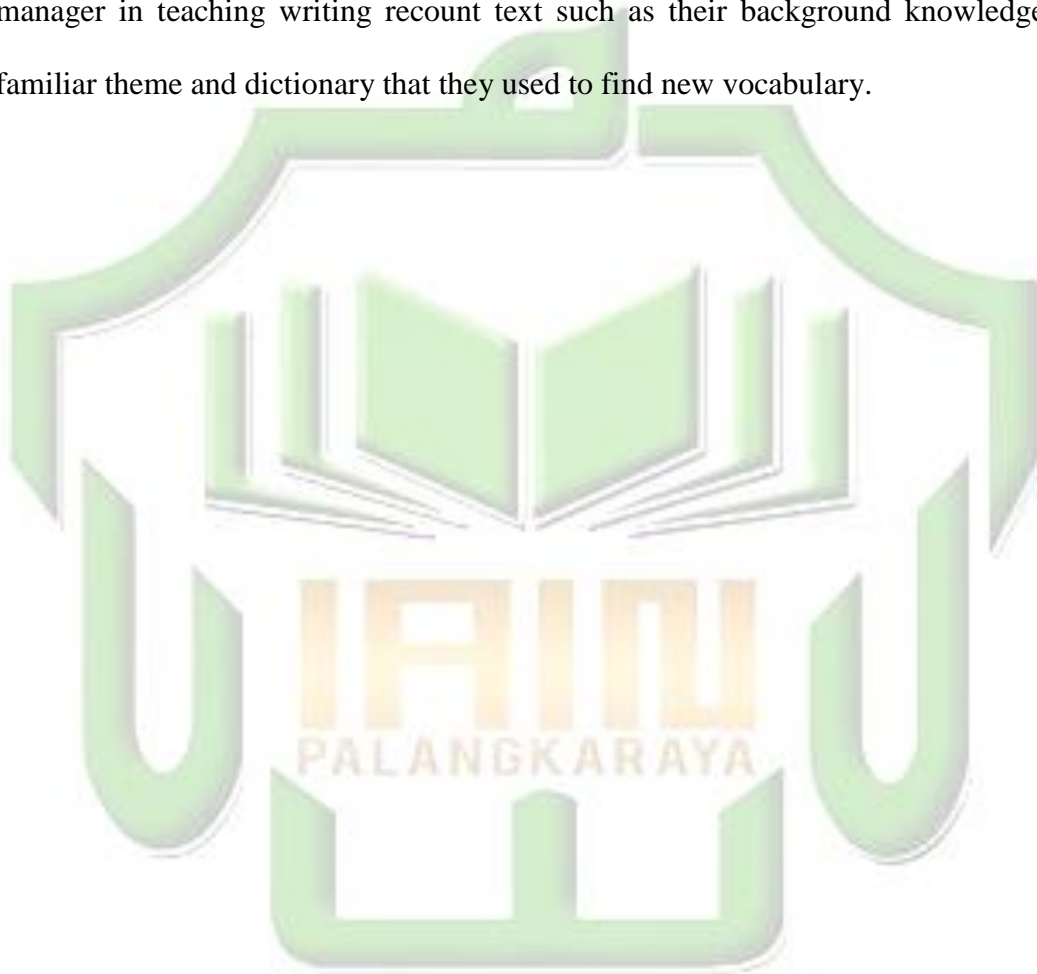
Second, the students can explore many ideas from mind. It's a good way to develop idea before starting writing activity. The learners can do it on their own or with friends or classmate to try find inspiration or idea. According Jerry (2009; p.227) stated that clustering is a key word placed in the center of page (or board), a student's (or teacher) jots down all the free associations students give related to the word, clustering similar word.

Third, the finding was suitable with hermansyah on his research; Clustering technique is the way to generate the ideas to activate the work of right and left brain hemispheres. Hermansyah (2009; p.6) stated that clustering technique can be applied in teaching recount writing as prewriting to find out the ideas as many as possible.

Besides calculation of Two-ways ANOVA, students' improvement on their writing ability could measure from increased scoring writing aspects. Among five aspects on rubric scoring of writing recoun text, content, organization and vocabulary aspects had significant increased. For instance, average score of content aspect of students of experiment class in pre- test (2.77) was lower than average score of post- test (3.14). Then average score of vocabulary aspect of students of experiment class in pre- test (2.77) was lower than average score of post- test (3.14).

Based on the research finding also indicated students' score in control class who taught by conversional teaching, also improved from Pre- test to Post-

test. It was caused by familiar theme that applied in teaching writing recount text because the students have background knowledge of the theme before. Therefore the students could gain their idea and arrange their idea into text easy. It could be concluded that any factors also improve the students' ability and score in writing recount text on this study besides the effect of clustering technique using mindjet manager in teaching writing recount text such as their background knowledge, familiar theme and dictionary that they used to find new vocabulary.





## CHAPTER V

### CONCLUSION AND SUGGESTION

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the Study as stated in chapter I which the finding was based on the result of data analysis. The suggestion was expected to make better improvement and motivation for students, teacher, other writer and institution of SMPN 11 Palangka Raya related with the teaching learning of writing recount text by clustering technique using mindjet manager.

#### A. Conclusion

Based on the research problems and the hypothesis testing research finding could be concluded as follow: (1) Based on the result of analysis data, teaching clustering technique using mindjet manager gave significant effect on high level students' ability in writing recount text at the eight grade of SMPN 11 Palangka Raya. It could be proved by the  $F_{\text{observed}}$  between columns was 17.657. Then it was consulted with  $F_{\text{table}}$  of with the level of significant 5% so  $F_{\text{table}} = 4,08$ . Because  $F_0 = 17.657 > F_{\text{table}} = 4,08$ , the difference between columns was significant. (2) Teaching clustering technique using mindjet manager gave significant effect on low level students' ability in writing recount text at the eighth grade of SMPN 11 Palangka Raya. It was suitable with the  $F_{\text{observed}}$  between rows was 7.460 which consulted with  $F_{\text{table}}$  with the level of 7.460 significant 5%,

because the  $F_{\text{observed}} = 7.460 > F_{\text{table}} = 4,08$ , the difference between rows was significant. (3) Teaching clustering technique using mindjet manager gave significant effect on low and high level students' ability in writing descriptive text at the eighth grade of SMPN 11 Palangkaraya. The calculation of testing hypothesis shown Third calculation, the  $F_{\text{observed}}$  columns by rows (interaction) was 6.529 that consulted with level of significant 5%, because  $F_{\text{observed}} = 6.529 < F_{\text{table}} = 4,08$ , it could be concluded that clustering technique using mindjet manager toward high and low level students' ability in writing recount text was not interaction.

## **B. Suggestion**

Based on the research finding, there are some suggestions which are addressed to the teachers, students, other writer and institution of SMPN 11 Palangka Raya.

### **1. For the Teacher**

Teacher should use particular technique that minimize student' problem in writing. The technique suggested should brings students fun nd encourage students to write more easy. Clustering technique using mindjet manager is one of the techniques suggested in helping students to write more easy and fun. In writing recount text, students use this kind of visual technique in exploring ideas in mind until it become a good piece of writing.

## **2. For the Students**

Students should learn other components are recount text such as; language features and generic structure since the students' comprehending of these components influence the students' ability of learning in writing recount text. Student should be firstly taught the use of past tense before they are taught how to write a recount text.

## **3. For the Other writer**

Other witer should have a good mastery of teaching material and enough skill of demonstrating the the technique of clustering technique using mindjet manager in the classroom since these things the influence the students' successful of their ability in learning recount text. Furthermore, the writer should varied the technique in classroom in teaching avoid students' problem sincein some meetings of the research conduction they have to learn the same material with the same technique.

## **4. For Institution of SMPN 11 Palangka Raya**

Institution of SMPN 11 Palangka Raya should have computer laboratorium to teach clustering technique which is an application that is mindjet manager. Beside that the teachers also have to know how to use this application. Then it can benefical regarding to improve education quality.

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