CHAPTER V

DISCUSSION

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In this study, the writer described research finding that analysis used one-way ANOVA to know the significant different among groups. Then to answer the research problems, researcher conducted Post Hoc Test. Based on the researcher finding writer would be concluded Ha or Ho which would be accepted used in conducting the research. It was purposed to answer the problem of the study. Also the advantages of clustering can be explained based on the research finding.

A.   Discussion

The result of analysis showed that was significant effect of using clustering on students writing ability and apprehension of the eleventh grade students of MAN Model Palangka Raya. The students who where taught using clustering technique on got higher score in post-test with mean (71.11) in writing test and (96.25) in writing apprehension, than those students who were taught by listing technique with mean (63.59) in writing test and (92.20) in writing apprehension. Moreover, after the data calculated using 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 data analysis, it was shown that teaching using clustering technique was more effective on students' writing ability than teaching writing without giving the clustering technique. It was shown that the result showed significant value was lower than alpha (0.00 lower ≤ 0.05). Thus, Ha that stating using clustering technique gives significant effect on students writing ability ability of the eleventh grade students of MAN Model Palangka Raya was accepted and Ho that stating using clustering technique did not give significant effect on students writing ability of the eleventh grade students of MAN Model Palangka Raya was rejected.

Second, result of testing hypothesis shown that experiment Group of writing apprehension showed the significant value (0.01) was lower than the alpha (0.05). It meant that there was significant effect of clustering technique on students writing apprehension. Therefore, Ha that state using clustering technique give significances effect for experiment class in writing apprehension of the eleventh grade students of MAN Model Palangka Raya was accepted and Ho that state using clustering technique does not have a statically significant effect on writing apprehension of the eleventh grade students of MAN Model Palangka Raya was rejected.

Third calculation, on the calculation above used manual calculation and SPSS program of Post Hoc Test, Experiment Group of writing ability and apprehension showed the significant value (0.00) was lower than the alpha (0.05). It meant that there was significant effect of clustering technique on students writing ability and apprehension. Therefore, Ha that state using clustering technique give significances effect for experiment class in writing apprehension of the eleventh grade students of MAN model Palangka Raya was accepted and H0 that state using clustering technique does not have a statically significant effect on writing apprehension of the eleventh grade students of MAN Model Palangka Raya was rejected.

This finding indicated that the alternative hypothesis stating tha was any significant effect of using clustering technique on students writing ability and apprehension of the eleventh grade students of MAN Model Palangka Raya was accepted. On contrary, the null hypothesis was rejected.

There are several reasons of using clustering technique gives effect on students writing ability and apprehension. First, based on teaching learning process, the students understand what they should do first when the researcher asked them to write a report text based on the theme. The finding was suitable with Dawson and Essid statement. According to them, clustering is a

type of prewriting that's allows the learners to explore many ideas as soon as they occur to the learners.[1]

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. This finding was related to Jerry who stating 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.[2]

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. Clustering technique can be applied in teaching descriptive writing as prewriting to find out the ideas as many as possible.[3]

Fourth, by using clustering technique the student can gain the idea to write and it can reduce students writing apprehension. It proved by Jahin stated that the training on peer reviewing proved effective in reducing students' feeling of writing apprehension. That's mean, need a method or technique to reducing students writing apprehension.[4]

Based on calculation of One-Way ANOVA, students' improvement on their writing ability and reducing students writing apprehension could be measure from increased students scoring writing ability and apprehension on pre-test to post-test. Therefore, the students could gain their idea and arrange their idea into a text. It could be conclude that any factors also improve the students writing ability and reducing apprehension in writing report text on this study based on

[1] Dawson and Essid, *Clustering in Writing,* 2009 (online), URL: www.writing2.richmond.edu/writing/wweb/cluster. html, accessed on April 14th 2013

[2] Jerry G. Gebhard. *Teaching English as a Foreign or Second Language,* p.227.

[3] Hermansyah**,** *Teaching Descriptive Writing Using ClusteringTechnique at the Second Grade Students of Man Cimahi,*P .6

[4] Jamal Hamed Jahin, *The Effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teacher.*Vol 37, 11, November 2012.

the effect of using clustering technique such as gain idea trough prewriting before writing a report text.