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**USING CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF  
THE SECOND YEAR STUDENTS OF SMAN 4 PEKANBARU  
IN COMPOSING HORTATORY EXPOSITION TEXT**

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**Abstract**

*Writing among students takes less attention in the process of its activities. They tend to be desperate, taking a long process and unorganized result. Clustering Technique is designed to overcome student's difficulties in writing. The aim of this study is to find out the improvement on the ability of the second year students of SMA Negeri 4 Pekanbaru in composing Hortatory Exposition text by implementing the clustering technique. The subjects were 33 students from XI IPS 1 class at SMA Negeri 4 Pekanbaru. The study was divided into two cycles in which one cycle consisted of four stages. Pre- and Post- tests were given including a set of observation sheets and field notes as a cross check to the classroom circumstances and activities during the treatments. Treatments were designed for three meetings in each cycle. T-Test was used in order to gain the obvious differentiation of the score between Pre- and Post test. The analysis found that the treatments could reach the improvement of the students' writing ability. It was reflected in the result of Post test II. There were about 70% of the students could obtain the school minimum standard (KKM) of English subject in writing Hortatory Exposition text. In addition, the percentage of students' activeness was also improved from the first to the last meetings. Moreover, the result of observation sheets and field notes showed a positive behavior in a process of learning and it also helps students through a fun way of writing activities.*

**Keyword** : *Clustering technique, hortatory exposition, improve*

## **INTRODUCTION**

Writing is often considered as the most difficult and boring activity among the four language skills in English. Acquiring writing skill needs a lot of practice, and to produce a piece of essay needs long process hence the appropriate method of teaching and learning is very important to help students to be skillful in writing. As Shohamy (1985) stated that writing receive the least attention in teaching, yet the most attention in testing, because it is relatively easy to construct writing tasks but writing is the most difficult skill to master.

In this study the researcher choose hortatory exposition text as a students' genre problem in writing activity that needs to be improved. The choice of this text is based on the syllabus of the second year on the second term. During conducting the research, the writer was on the certain time of the second semester in which hortatory exposition text is going to be taught at SMAN 4 Pekanbaru. Therefore, the writer must follow the syllabus material to conduct this research. Moreover, he believes that it is the most difficult kinds of text for the second grade of senior high school during the second semester. Moreover, the specific objective of the research was to find out whether the score of the students' writing ability can be improved by using clustering technique

Based on syllabus of school - based curriculum (KTSP) the students are required to learn some genre types such as Narrative, Report, Spoof, Analytical Exposition, Hortatory Exposition, etc. They must be able to express their ideas in the form of written text. Therefore, the writer limited this study concerning on one type of them - Hortatory Exposition text on the second year students of SMAN 4 Pekanbaru. In order to gain the improvement of the second year students' writing ability, the writer is going to apply clustering technique on it. In addition, the specification of this study was to find out whether the score of students' writing ability could be improved by using clustering technique.

As well as analytical exposition text, hortatory exposition text appertains into the academic writing. This argumentative essay requires the students to have a critical thinking, scientific ideas, and argumentative expression. Those characteristics cause a lot of students getting frustrated in composing this text. Besides, referring to the syllabus of school - based curriculum (KTSP) this kind of text is only taught at the second grade of senior high school on the second term. Differ from other kinds of genres; Narrative, Report, Spoof, Description text, etc, however, they had been introduced and learned since junior high school level. So, many students regard that this text is still a new thing for them. In addition, based on the writer survey during teaching practice (PPL) at SMAN 04 Pekanbaru by interviewing some English teachers, a lot of the second grade students think that it is a difficult writing assignment they have. They spent a lot of time focusing only on how to start writing. This factor may come from the students' experience about hortatory exposition text which is still low ability. Lacking of scientific ideas and pre-writing activities are two causes that students get depressed in composing this text. From that case, both the teachers and the students need a significant way of teaching and learning in order to improve student achievement in writing. It is the appropriate condition to do a research in order to solve students' problem in writing.

Harris (1974) explained that there are five general components of writing that have to be considered. They are: 1. Content is the substance of the writing; the ideas expressed, 2. Form is the organization of the content, 3. Grammar is the employment of grammatical forms and syntactic patterns, 4. Style is the choice of structures and lexical items to give a particular tone or flavor to the writing, 5. Mechanics is the use of the graphic conventions of the language.

Referring to the components above, lacking of content becomes the first reason of the difficulties faced by the students when the teacher gave them a topic to be explored in written form. They got confused about where and how to start writing since their understanding of the organization of the text is still low. Moreover, some students frustrated about determining the argumentative expression and the language features used in hortatory exposition text. Another problem that occurs on writing activity is lack of diction; the students have limited vocabularies which cause them not adequate to write a good paragraph or even a single sentence. Finally the understanding of using punctuation is still low for them.

From the problems occurred above, the writer believes that the use of an appropriate method is the significant way to increase the writing ability. Therefore, in this study the researcher propose to offer a learning model called Quantum Learning which is conducted by Bobby Deporter and Mike Hernacki. From this kind of learning the researcher will apply Clustering Technique which will support writing activity.

The researcher uses this method because he found an experimental research about clustering technique get outstanding result. Hoshima and Hogue (1999) in Styati, E.W states that clustering technique is another brainstorming activity that the students can use to generate ideas.

This technique is hoped to solve the problem because students usually get difficulties in developing their idea in writing activity. In addition it will generate their vocabulary and grammar as well. The form of clustering technique is easy to understand especially by the students and it can give a new style in writing activity. In short, the implementation of clustering technique gives a contribution for both teachers and students in improving the ability of the second year of the students, especially in SMA N 4 Pekanbaru.

## **METHODOLOGY**

In this study the writer applied Clustering Technique in composing hortatory exposition text. The data was obtained through a set of observation sheet and also field notes. The subjects were 33 students from XII IPS 1 at SMA N 04 Pekanbaru. There were two cycles which contained 3 treatments for each cycle. They were applied in order to gain some students' improvement through the score they got in the treatment given. Every score of the three treatments would be analyzed whether they showed the improvement or not. As the evaluation for each cycle, post test was given and it would become a reflection for the result.

At the beginning of this study, the researcher gathered students' writing proficiency by giving them Pre- Test. The topic was based on the school curriculum when hortatory exposition text was one of the genres that must be obtained by the students in the school. Besides, the preparation of a set of complete lesson plans and a set of observation sheets was made for the first cycle. In addition to this, field notes were also needed to cross check or record the teaching

and learning process during treatment. The collaborator had also played his role on it for guiding researcher's study. Pre – Test was used as a based score of the students and also a guidance for the researcher to observe the improvement before and after implementing Clustering Technique.

After Pre – Test was accomplished, the researcher started to apply Clustering Technique through treatment activities which is hortatory exposition as the main topic for writing tasks. The steps or procedures for implementing the technique during treatment activities were done through Pre – Teaching, while – Teaching and Post - Teaching.

During the class activities, together with the collaborator, the researcher put the observation into observation sheets and also field notes by referring to the situation while teaching activities.

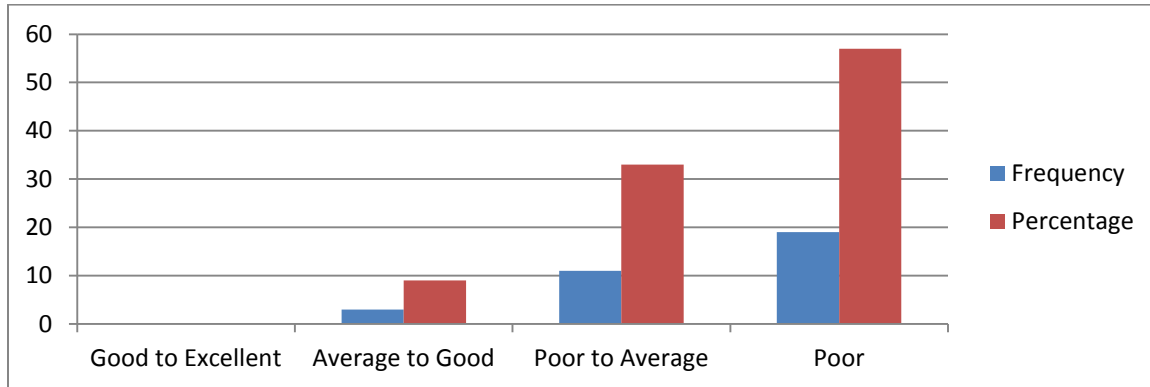
After treating and observing was accomplished in cycle 1, the writer needed 3 raters to make a score for students' worksheets from the first meeting to the third meeting. They used a scoring from Hughes theory in which analytic scoring was used in assessing students' competency in a certain features. Then, the results would be analyzed to find out whether the students had a good progress in writing hortatory exposition text or not. In addition, the teacher's performance during teaching activities would be commented by the collaborator.

In the end of each cycle, Post – Test was given in order to get students' achievement after having three treatments by researcher and it would be compared with the score of Pre – Test. The students who could pass the test were those who got the score at least 70 as the standard score (KKM) for writing hortatory exposition text. However, there were still many students who didn't reach the standard score in cycle 1. Therefore, cycle 2 was conducted in order to get the better result. In cycle 2, the writer still applied clustering technique during the process of getting the data based on the reflection in cycle 1.

In addition, The researcher used T-Test technique in order to analyze the accurate progression of students' improvement by implementing clustering technique in writing hortatory exposition text.

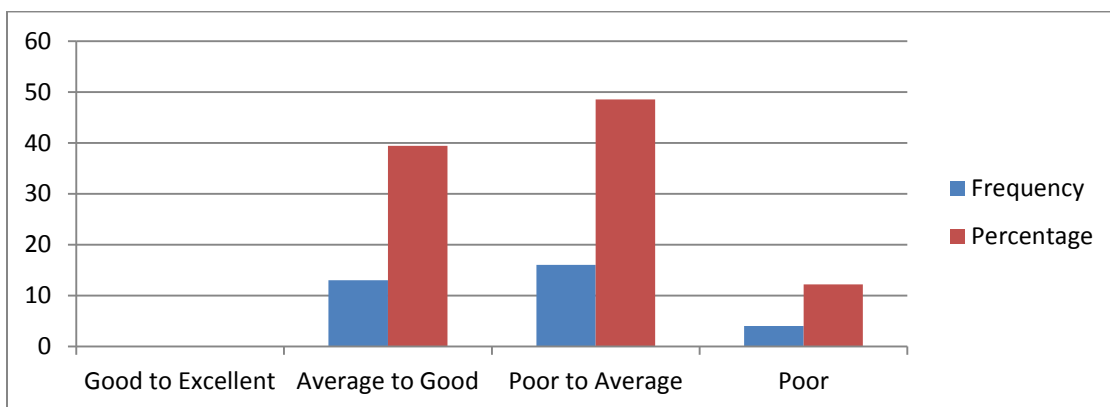
## FINDING AND DISCUSSION

Pre – Test was given before clustering technique implemented by the writer. The purpose was to know the students’ base score in composing hortatory exposition text. The quantitative data of Pre – Test can be seen as the following chart:



From the result above, it’s obviously clear that almost all of the students failed to get the standard minimum in English Subject. There were half or even more students got poor result. It was indicated that the students’ ability still need to be improved by implementing clustering technique.

The quantitative data in cycle 1 was collected by looking at the progress that students’ got through three treatments. In the end of this cycle, Post –Test 1 was given as the evaluation. The result of quantitative data in Post – Test 1 can be seen as the following chart:



Based on the data above, the result of quantitative data in this cycle showed the unsatisfying score. It’s because there was no significant improvement on it. It can be seen from the data above that none of the students got good to excellent level. It indicated that the students’ skill in writing hortatory exposition text using clustering was still in the average level. It means that there were a lot of students still got low score such as in poor to average level which was the highest frequency. Even though the result almost showed good progression, the students still needed more treatments using clustering technique.

For field notes result, it was found that the students' competency in the process of learning still needed to be improved. It could be seen in the observation sheet and field note that there were many students had dissatisfied result. The process of learning in cycle 1 could be interpreted as below.

At the first treatment there were only several students who was getting involved in the process of learning. The Collaborator noted that there were a lot of students got confused by how to apply clustering technique in writing even though the teacher had explained it before. It could be seen during the classroom activities that, many students tended asking about the steps of it. There were also five students who were making a noise with their friend during the classroom activities. Passive students were also noted in where they need to be more teacher's attention. This students pretended to be keep silence and seemed to be lazy. In addition to this, the performance of teacher also need to be improved. It can be seen when he seemed nervous to start the class, even forgot to engage and gave motivation to the students about the materials.

In short, the first meetings in cycle 1 did not running well. It because there were some circumstances which lead to the bad activities. The first, at the beginning of the teaching and learning activities, the teacher didn't explained clearly about using clustering technique when starting writing activities. Many of them didn't know what they should do during writing. In other hand, teacher was not fully clear in explaining the material – the monologue of hortatory exposition text, because it was the monologue text which they got only in the second term during learning English both in junior and senior high school. The second, teacher could not take a control for the class room activities, so it made students quite messy and they were busy talking with their friends. Therefore, when the students were asked to do the exercises, they took quite long time to start writing an essay about hortatory exposition text.

At the second treatment, the observer noted that the teacher began to be more confident while he explained the materials. He started the lesson by exposing some interesting pictures related to the topic discussed. The students also paid attention to the teacher's explanation so that effective communication occurred during this activity. However, after teacher had explained the material, there were some students still made a noise in the back row. Teacher just let them do that and followed by others. The collaborator noted that it was because he spent a lot time to write down the title that should be discussed and composed. It seemed to be quite messy atmosphere of class environment while teacher asked students to find out the related words based on the topic discussed. There were only few students got involed on it while the others still seemed so confused due to lacking of vocabulary. When the students' were asked to hand moving or cluster the words into a certain related words, they showed hesitated with the words whether they were having a related ideas or not. They were also did the same thing while doing eliminating the unrelated words and at the end activity – starting to compose an essay, students still confused to apply the outlined that they did with the words.

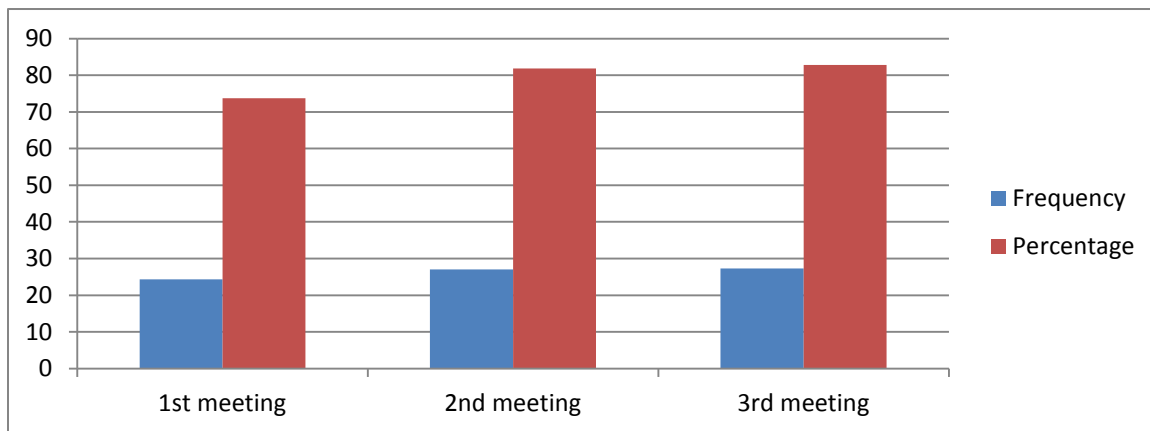
Briefly, it still had a lot of students who was getting involved more than the first meeting. The several students were enthusiastic with the clustering technique and the material that the teacher presented. Even though some students still got confused, but they need to practice clustering more in order to make an essay smoothly. The collaborator also noted that there were still a few students who was making a noise during the process of learning. In addition, they spent a long time to start composing an essay.

At the third treatment, the teacher simillary teach the class in the second meeting – showing some pictures. While showing those pictures, the teacher engage students by asking them several interesting question. It was used to have a better communication between students and the teacher. In order to have classroom activities run smothly, the teacher spread out some pictures for each student, and they were asked to make some related word. The collaborator noted that teacher’s effords to overcome students attention was better than in the previous meetings. However, students lack of vocabulary still in the problem for this activities. they were not able to make associated words and cluster them into a group of relating ideas. Teacher’s role in guiding students in starting the composition using clustering technique still had more explanation. It could be seen while students tend to asked how to start composing an essay very often and took a longger time for how to start composing the topic into a simple essay of hortatory exposition text..

In short, even thought almost all of the students got involved in the clustering technique. The students were more explanation and practice in order to be active and enthusiasm in applying clustering technique.

The result of the observation and field note in cycle 1 could be interpreted in a chart as below:

**The Chart of The Result of The Observation During Treatment in cycle 1**



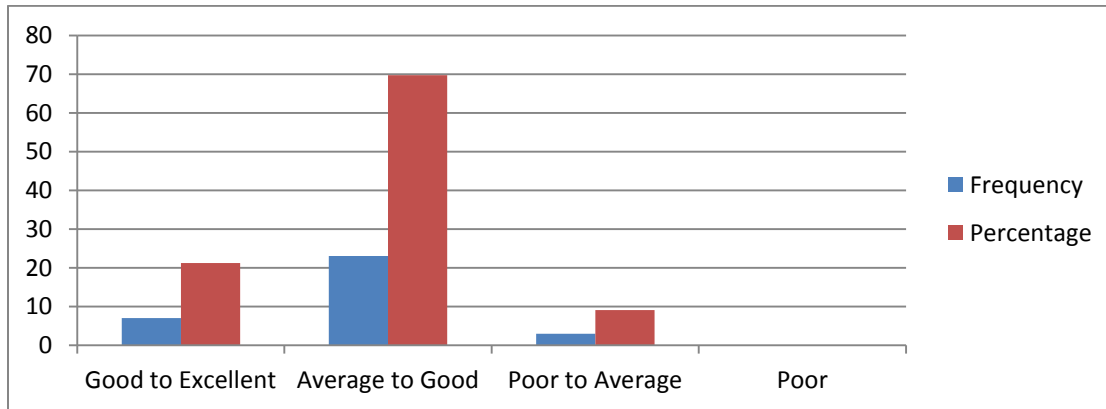
The data above indicated that from the first meeting to the third meeting, students started to understand how to use clustering technique in writing activities. However, in some activities almost all students got confused and they didn’t get involved on it. The steps of clustering had to be done completely in order to get the better result.

Therefore, referring to the result of observation above, it needed to rearrange the planning implementation clustering technique for the next cycle. So, it was hoped that the students could reached better result and motovation in order to have a significant improvement.

In order to get the better result, there were the several things that would be applied in the second cycle: 1. Clustering technique was still used in the second cycle but different topics around hortatory exposition texts, 2. teacher should be more confident in the process of learning, and needed more interesting explanation for the students, 3. Teacher had to be more assertive during teaching in the classroom, so that he could control the classroom activities and engage

students' motivation, 4. Teacher had to explain more about the procedure of using clustering in composing an essay correctly so that they could minimized spending the time to construct an essay, 5. Teacher had to provide fun topic which was closer to the students' background knowledge, so that they would able to elaborate and control their vocabularies in writing, 6. Teacher should give students clustering practice by giving them more tasks.

The result of cycle 2 showed a significant improvement. The result of quantitative data in cycle 2 can be seen as the following chart:



The data above showed that there was a significant improvement after giving three treatments in cycle 2. It was also obviously clear that there were almost all of the students achieved the minimum score of English score. Compared with the result in post – test 1, it indicated that the significant improvement can be seen in the level of good to excellent. There were several students got better score from previous test.

For the result of observation sheet and field notes, it was found that the teacher's and student's performance in teaching and learning process was obviously better than cycle 2. The progression could be seen on worksheets and field notes that collaborator made during the class activities for the fourth meeting to the sixth meeting. The process and result of teaching and learning in cycle 2 could be interpreted as follow:

At the fourth meeting, teacher's performance during teaching was better in giving materials. There were almost a lot of students paid attentions to the teacher's lecture. They were courageous giving some questions around the topic given. It was occurred because he provided the material based on students' interest. Students were allowed to bring some topics which were familiar for them. Most of them preferred teenager lifestyle to politics and news. Providing some pictures also became teacher's strategy in attracting students' attention. In the other hand, even thought students had got their own sources for the topic, they needed more teachers' guidance in clustering. The lack of teacher's performance in this meeting was less attention in both difficult words and guidance in clustering. It was proved when students trying to cluster - there were some of them still confused and spent a lot time starting a composition.



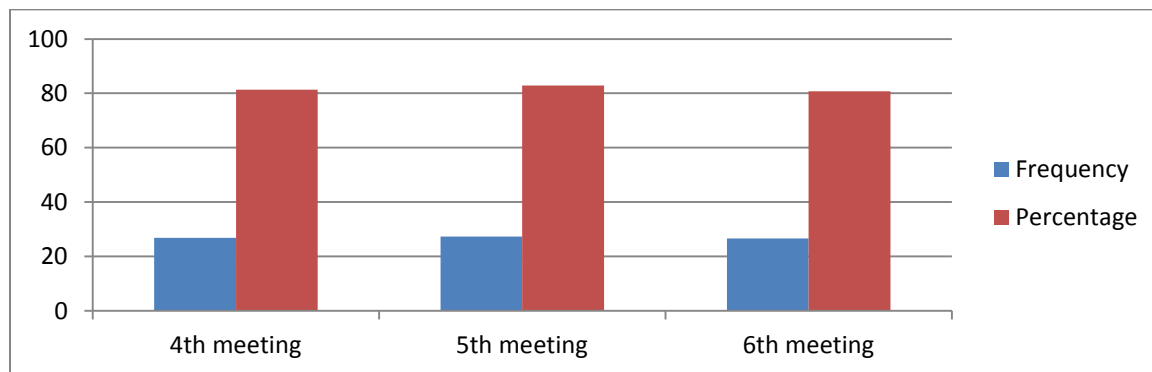
During the fifth treatment, not only students' interest but also teacher's performance had already completely improved. It was because teacher explained the clustering by using several examples which were colorful and funny stuff so that he could be more confident and attractive. Teacher also did the same strategy in choosing the best material – allowing them to find out the material by their selves. Before starting to apply clustering technique, teacher explained the difficulties of the words that likely appeared in composing an essay from the topic chosen. He asked for almost half students in the class to compete making related words and even gave students a price for getting the score well. The improvement was clearly seen while students starting to construct a paragraph smoothly and wrote better sentences.

At the sixth treatment, teacher just evaluated the teaching ways which he had done in the previous five meetings. Students were accustomed to use clustering technique activities. They would take a long time for the teacher to explain what they should do in activities. Students also competitively enthusiasm while asking to make the associating words. They didn't spent a lot time to start the composition and wrote it down onto systematical ideas.

In short, compared from the last meeting, the progress had been seen during at the fifth meeting. There were almost all of students got involved in the activities of clustering technique. The students who had a lack of vocabularies, confused to organized the paragraph, and spent a long time in starting the essay, showed their progress or improvement. Their interesting in writing also increased because of pictures media and a price given for those who got the best score. In addition, clustering also helps students in brainstorming activities so that the essay which would be constructed organized well. Moreover, the teacher roles in guiding them during clustering activities would also help passive students.

The result of cycle 2 could be interpreted in the chart as below:

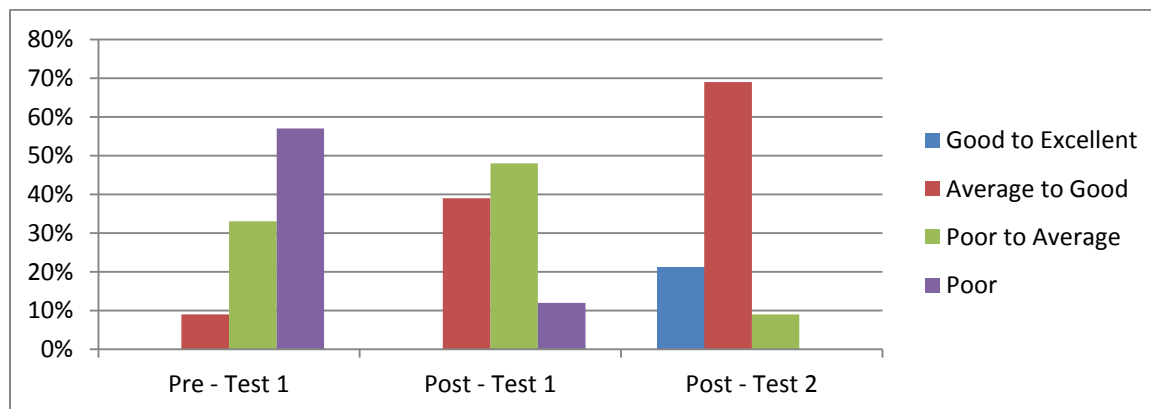
**The Chart of the Result of Observation during Treatment in Cycle 2**



The data of field note above showed a significant progress during clustering activities. It was up to 80% of the students participated for whole activities in clustering. It indicated that the application of clustering technique could engage the students' interest to be participated in the process of learning.

For the overall result, the following chart showed the result for students' writing ability from cycle 1 to cycle 2.

**The Chart of Students' Writing Ability from Cycle 1 to Cycle 2**



The overall results showed that the improvement occurred in each test. It can be proven in the level of average of good – the score from pre – test to post test 2 showed an obvious improvement which was the highest score occurred in post – test 2. In addition to this, there was no students got poor score after providing other three treatments in cycle 2.

## **CONCLUSION**

After the researcher had accomplished his research as the previous chapter, he concludes that the use of clustering technique in composing hortatory exposition text can improve the students' writing ability. It was clearly proven by the improvement in average score of the students from Pre-test to Post – test 2.

Moreover, the use of clustering technique in writing activity was is to help the students' interest and enthusiasm. It can be seen from the increasing number of participants who were involved in class activity from the first treatment to the sixth treatment. The factors which play role for students' achievement are words cluster into a simple schema. It helps students to create a lot of ideas in order to make a composition become fluency, coherent and well – arrangement of the text. In addition, the use of media during the process of learning could engage students' motivation in doing writing tasks.

After conducting the research by applying six steps of Clustering Technique to the Class XI IPS 1 students of SMAN 4 Pekanbaru, the researcher found some strengths and weaknesses. The strengths are; - This technique helps students to construct and deliver their own ideas become a simple text. They were also helped to explore their words into a systematical schema as well as their brain works, - The students were more active while studying with Clustering Technique because they were free to express their ideas that related to the main topic, - This technique helps students to compose the text to be well – organized.

While the weakness at the first meeting, the students were confused about the steps that they have to do since they did not used to do those steps before. Then, they also got difficulty on the exploring their ideas to be composed because of lacking of vocabulary. The use of Clustering Technique only supports with a simple text. Indeed, the teacher had to control the process of Clustering Technique unless the circumstances in the classroom become uncontrolled because the students sometimes got confused.

## **SUGGESTION**

After finding the result of the observation and field note, some suggestions are; - It is suggested that in teaching writing, the English teachers may consider using the Clustering Technique as one of the alternative methods since the result can improve the writing ability of students by its steps that require students to be involved in learning process, - In applying Clustering Technique, the teacher should tell the students about the steps that they are going to do so that they are not confused, - While implementing Clustering Technique, the English teachers needs to control and help the group discussion in order that this method runs well, - The English teacher should be able to create interesting and active classroom situation for the students.

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