IMPROVE STUDENTS' WRITING ABILITY THROUGH CLUSTERING TECHNIQUES IN CLASS IX.2 SMP NEGERI 1 KERUAK

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Abstract

This study aims to determine the improvement of students' writing skills through the application of cluster techniques in class IX.2 SMP Negeri 1 Keruak in the 2019/2020 Academic Year. This Classroom Action Research was carried out by applying cluster techniques in order to improve students' writing skills in English subjects. This Classroom Action Research (CAR) was conducted in 2 cycles, and the results of the actions that have been carried out are proven to be able to improve writing skills both in terms of completeness of student learning in the first cycle by 67%, can be increased to 90% in the second cycle and in terms of grades the average evaluation results ie in the first cycle of 70.7 to 76.5 in the second cycle, this means there is an increase of 23%. From the results of this class action research also showed an increase in the level of student learning activities from 2.83 categories of Active Enough in the first cycle to 4.01 categories of Active, meaning there was an increase of 1.18.

Keywords: Students' Writing Ability, Clustering Technique

INDRODUCTION

Professional educators can be seen from their expertise in delivering learning material to students. In delivering effective and efficient material, an educator needs to be familiar with various types of learning methods so that they can choose the most appropriate method to teach a particular field of study that not only thinks about what will be taught, but also about who receives the lesson, what is the meaning from learning, and how the abilities of students in following the learning process.[1]

[1] Nur Jannah, E. (2019). Penerapan Metode Pembelajaran "Active Learning-Small Group Discussion" di Perguruan Tinggi Sebagai Upaya Peningkatan Proses Pembelajaran. FONDATIA, 3(2), 19-34.

English is an international language that is used to communicate among people all over the world. English is so widely spoken; it has often referred to as a world language, and while is not an official language in most countries, it is currently the language most often taught as a foreign language. Studying English as a foreign language is gradually getting more important. In Indonesia government, English is considered as a first foreign language and compulsory subject to be taught in secondary schools. Based on the decision above, it considers as optional subject or local content materials to be taught in elementary schools and as a requirement subject to pass National Examination.

English is one of a compulsory subject in Indonesia. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition.

Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. Based on Competency Standard-Standar Kompetensi (SK) and Basic Competency- Kompetensi Dasar (KD), the students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact with people in their nearest environment. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. There must be a convergence between English teaching and learning. Therefore, efforts to develop students writing skills in English, is not only one of the important objectives of English teaching, but also to adapt to the needs of examination.

RESEARCH METHODS

The research subjects were students of class IX.2 SMP Negeri 1 Keruak, East Lombok Regency, in the academic year 2019/2020, totaling 29 students and consisted of 5 male students and 24 female students. This research was conducted in class IX.2 SMP Negeri 1 Keruak which was the researcher's place of work. This research was conducted using two cycles. This research was conducted for approximately three months, from July to September 2019.

As for the indicators of the success of this classroom action research is the achievement of student achievement with the following conditions: The success of this study is seen from the learning achievement reaching 85% completeness.

RESEARCH RESULTS AND DISCUSSION

In this section the researcher will present an analysis of the data obtained from observations and evaluation results for each planned cycle. The data obtained were in the form of quantitative data from evaluation results and qualitative data collected from observations. Quantitative data obtained from the evaluation results will provide answers to the success or failure of the learning process by applying modeling techniques that are measured by classical learning completeness. Qualitative data were obtained from observations that would provide an overview of student activities and teacher activities carried out by observers at each meeting implementing the learning process. The following will be presented research data on each cycle that has been planned. Based on the results of observations on student activities after analysis obtained data as follows:

Observation Results Table for Student Activities in Cycle I

Meeting	Number of visible scores						Σ Activity score	Average Activity	Category
	1	2	3	4	5	6			
First	3	2,33	3	2,33	1,7	2,7	15,06	2,51	Enough
Second	3,7	3,33	3,7	2,7	2,7	2,7	18,83	3,14	Enough

From the table above it can be seen that the teacher's activity in the first cycle of meeting 1 was 2.14 and meeting 2 was 2.57. The teacher's activity level is quite good. Therefore, teacher activities in the next cycle still need to be improved.

From the analysis it is known that mastery learning achieved by students is 67% with an average value of 70.7. These results have not reached classical learning completeness so learning continues on to the next cycle.

Based on the analysis of observations in the first cycle, the number of students who finished was 64%, which was still below the minimum standard of 85%. These results have not reached the expected results. For this reason researchers continue to the next cycle.

The learning process in the second cycle begins with giving feedback from the evaluation results provided. Therefore, before discussing the teacher urges students not to have a chat, to disturb other friends, and no students who silently pay attention to their peers, so also the division of tasks in each group must be clearer so students can carry out their respective tasks.

In the implementation phase of the action carried out learning activities in accordance with the learning implementation plan that has been made. To be able to adjust the learning implementation plan in the delivery of material, including learning using cluster techniques carried out in 3 meetings, where 2 meetings for the delivery of material and 1 meeting for evaluation.

The results of observations were obtained from observations made by observers conducted by fellow research teachers by filling in the observation sheets of teacher activities and student activities to record the course of the learning process. At the time of learning the second cycle has been improved, from the analysis of the results of observations of student activities in the second cycle found that student activity is classified as active in each meeting. This can be seen in the student activity score table has increased from the first meeting to the second meeting, as seen in the table below.

Observation Results Table for Student Activities in Cycle II

Meeting	Number of visible scores						Σ Activity score	Average Activity	Category
	1	2	3	4	5	6			
First	4	4	4	3,33	3,7	3,33	22,36	3,73	Good
Second	4,7	4,33	4,7	3,7	4,33	4	25,76	4,29	Good

From the table above it can be seen that the activities of students in cycle II for meeting 1 were 3.73 and meeting 2 was 4.29. Based on the classification of student learning activities, the category of student activities in the second cycle is classified as active.

While concerning the activities of teachers in learning activities can be seen in the table below.

Observation Result Table of Teacher Activity in Cycle II

Meeting	Number of visible scores							Σ Activity score	Average Activity	Category
	1	2	3	4	5	6	7			
First	3	2	4	3	3	3	2	20	2,86	Good
Second	4	4	4	3	3	3	3	24	3,43	Very Good

From the table above it can be seen that the teacher's activity in cycle II for meeting 1 was 2.86 with good categories and meeting 2 was 3.43 with excellent categories. Based on the classification of teacher learning activities, the category of teacher activity in cycle II is classified as very good.

The evaluation results obtained in the second cycle reached 87% level so it can be said to be complete, for that there is no need to hold learning in the next cycle with mastery learning that has been achieved, thus learning by applying cluster techniques is said to improve students' writing abilities.

From the results of observations of student activities in the second cycle, learning activities can run well, where the results of observations of student activities can be classified as active seen from each learning activity as well as the activities of teachers are classified as very good. From the results of the analysis of the results of

the evaluation an increase in the class average and the percentage of completeness in classically has reached / exceeded 85% meaning that already 85% or more students have achieved a test score of KKM or exceed the specified KKM. Therefore this study was stopped until the second cycle in accordance with the plan.

This class action research was carried out as an effort to improve the writing skills of students of English subjects in class IX.2 students in the first semester by carrying out learning by applying / using cluster techniques. Clustering is a technique for ideas in the early stages of writing. The first step in writing is very important because it will guide students to direct ideas to be connected and can be combined into a text. Based on the explanation above, the writer concludes that clustering technique is very effective in writing text, especially description text because this technique helps students develop ideas, increase understanding of topics and makes it easier to think ideas.

Based on the results of data analysis in each cycle, it appears that the results from cycle I to cycle II have increased. In the implementation of learning and the results of the first cycle of data analysis, for student activities obtained an average value of 2.83 and student activities in the second cycle obtained an average grade of 4.01. In the implementation of learning and the results of the first cycle of data analysis, for the activities of teachers obtained an average value of 2.36 and the activities of teachers in the second cycle obtained an average value of 3.15. Related to the results of repetitions in the first and second cycles, the details can be seen below.

Summary Table of Evaluation Results in Cycle I

No	Description	Result
1	Lowest Value	60
2	The highest score	85
3	Average	70,7
4	Number of students who have completed	18
5	Number of students taking the test	29
6	Completed percentage	64%

While in cycle II the results are as follows.

Summary Table of Evaluation Results in Cycle II

No	Description	Result
1	Lowest Value	60
2	The highest score	90
3	Average	76,5
4	Number of students who have completed	25
5	Number of students taking the test	29
6	Completed percentage	87%

After seeing the two tables of evaluation results from the first and second cycles in which the value they obtained has reached the level of mastery learning and exceeds the classical level of mastery learning that is 85%.

This class action research was carried out as an effort to improve students' writing ability in English through the application of cluster techniques.

CONCLUSION

From the results of the research and discussion above we can conclude the following: The application of cluster techniques can improve students' writing skills in English subjects in class IX.2 SMP Negeri 1 Keruak 2019/2020 Academic Year which can be seen from the average results in the first action of the equivalent engineering model is 70.7%, and the result of the second action with the cluster technique is 76.5%.

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