TEACHING WRITING NARRATIVE TEXT BY USING CLUSTERING TECHNIQUE AT UNDERGRADUATE STUDENTS OF STKIP PGRI SIDOARJO

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Abstract

This research explains about writing and clustering technique. The objectives of the research first, how are the Steps of Teaching Writing Narrative Text by Using Clustering Technique to the Undergraduate of STKIP PGRI Sidoarjo Academic Year 2021 and second, to describe the Students Perception on Teaching Writing Narrative Text by Using Clustering Technique to the Undergraduate of STKIP PGRI Sidoarjo Academic Year 2021. The method of this research used qualitative method in online class. The collecting data were observation checklist, field note, and Questionnaires. The findings of this study are: first, describing teacher's implementation of teaching, they are: 1. To show tasks that are similar to the tasks they will do in the lesson assignment stage.2. To describe an example of a task designed to prepare them to perform the task.3. To provide strategic planning for the implementation of the main tasks.4.To convey the material to be presented,5. To invite students to discuss learning objectives related to the problems discussed. 6.To ask students to examine the problems that will be discussed related to the material provided, such as finding sources of information according to the problems to be discussed. 7. To give students time to do assignments. 8. To provide feedback. 9. To make conclusions from the material that has been studied. 10. To evaluate the learning that has taken place. Second finding is the student's perception 93,75% get positive perceptions. This indicates that clustering technique makes students more understand and feel enjoyable.

Keywords : Writing, Narrative Text, Clustering Technique, Qualitative research.

Abstrak

Penelitian ini menjelaskan tentang teknik menulis dan clustering. Tujuan dari penelitian ini adalah Bagaimana Langkah-Langkah Pengajaran Menulis Teks Narasi Dengan Menggunakan Teknik Clustering Pada Mahasiswa S1 STKIP PGRI Sidoarjo Tahun Pelajaran 2021 dan Untuk Mendeskripsikan Persepsi Mahasiswa Terhadap Pengajaran Menulis Teks Naratif Dengan Menggunakan Teknik Clustering Pada Sarjana STKIP PGRI Sidoarjo Tahun Ajaran 2021. Metode penelitian ini menggunakan metode kualitatif di kelas online. Pengumpulan data adalah observasi checklist, catatan lapangan, dan Kuesioner. Temuan penelitian ini adalah: pertama, mendeskripsikan pelaksanaan mengajar dosen, yaitu: 1. Menampilkan tugas-tugas yang serupa dengan tugas-tugas yang akan mereka lakukan pada tahap pemberian tugas pelajaran.2. Untuk menggambarkan contoh tugas yang dirancang untuk mempersiapkan mereka melakukan tugas tersebut. 3.Memberikan perencanaan strategis pelaksanaan tugas pokok.4.Menyampaikan materi yang akan disampaikan,5. Mengajak siswa mendiskusikan tujuan pembelajaran terkait dengan masalah yang dibahas. 6.Meminta siswa untuk menelaah masalah yang akan dibahas terkait dengan materi yang diberikan, seperti mencari sumber informasi sesuai dengan masalah yang akan dibahas. 7. Memberi siswa waktu untuk mengerjakan tugas. 8. Untuk memberikan umpan balik. 9. Membuat kesimpulan dari materi yang telah dipelajari. 10. Mengevaluasi pembelajaran yang telah berlangsung. Temuan kedua adalah persepsi siswa 93,75% mendapatkan persepsi positif. Hal ini menunjukkan bahwa teknik clustering membuat siswa lebih memahami dan merasakan senang.

Kata kunci: Penulisan, Teks Narasi, Teknik Clustering, Penelitian Kualitatif.

INTRODUCTION

Language is a reflection of society in communicating and useful tool for communication. According to Alwi (2004 : 21), "Language indicates each of its nation, a parable once say so". That means, the language makes us to see the behaviour of people themselves

English is an international language. English is usually used for the most countries in the whole world for communication. As Jack C. Richards and Theodore S. Rodgers (2013) said,"Latin was most widely studied as foreign language five hundred years ago". However, English has become the most widely studied foreign language today. According to Dardjowidjojo (2003, p.44),"In Indonesia, English has become the most important thing to taught from elementary level up to university because English is international language." English is also initiative used in international communication, in spoke and written communications. In addition, many source of book science and technology, art, other published issues are written in English.

Teaching writing is one of the important skills in study English because it takes a part as useful communication tools. Many people need process to learn English for expressing idea opinion language from writing. In fact, the students second semester in the year of 2021 of STKIP PGRI Sidoarjo still get some struggling when they ask to write English text. Specially narrative text, most of them get low scores in their writing. It is caused by the students need some processing to know how to write. In practice. Writing is the last part which is taught by teacher after have taught writing, speaking, and reading but it does not mean that is not important. According to Harmer (2004: 33) writing is frequently as preparation for some other activity, in particular when students" write sentence as a preamble to discussion activities.

"Narrative text is one kind text of five genre and small text which tells about story, myth, and past events. That a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener" (Anderson : 2003). That events in the text always in the middle of the story and usually there is the climax will be happened in the story. The narrative text is the one of genre of some forms of essay writing which is taught in this semester. As states by Meyers (2005: 52) narrative text is a text that tell a story which is used to inform, entertain motivate, or to teach, the readers.

Clustering technique is a technique to grouping some idea from general text to specific text, this technique can help students for make some development idea

opinion from text. According to Langan (2002),"Clustering technique is also known as diagramming or mapping, is a technique that can be used to generate ideas in writing" or "the words are circle and then linked by lines to show discernible cluster (Richard and Renandya, 2002: 316)".

Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or phrase in the center of a blank sheet and circling it. Next, it continues by immediately writing down

Related words or phrases which come into mind, circling each of them, and making line which connects each to the main, initial circle or „bubble" just like "spokes in a wheel" (Baroudy, 2008). Finally, writers may stop after the given time has passed, then they can examine the cluster to pick the subtopics that interest them most or are considered to be covered by their competence. Overall, the words or phrases in the cluster provide a starting point for writers to see and understand their world from a new perspective (Folit, 2009).

Based on the statement above, teachers must be able to organize learning-teaching activities. According to John (1997 : 12),"Teacher must role of lessons for students to help development in viable strategies (finding topics, generating idea planning, focusing, and information to make structure and procedure), for drafting, and for editing". A simple and good planning technique can make progress students in comprehending and mastering the lessons.

METHOD

The method used in this study was Qualitative and Quantitative method. Qualitative or mix method for describing finding of steps of teaching, quantitative for calculating YES-NO questions students' perceptions. The finding of this study based on the objectives of the study were 1) To describe the Steps of Teaching Writing Narrative Text by Using Clustering Technique to the Undergraduate of STKIP PGRI Sidoarjo Academic Year 2021. 2) To describe the Students' Perceptions about Teaching Writing Narrative Text by Using Clustering Technique to the Undergraduate of STKIP PGRI Sidoarjo Academic Year 2021. In this case, the data were calculated first, then to be described.

According to Sulistyaningsih (2009) "the data for this research was collected by observed the teaching learning process in the whats app

application where the teacher teach writing narrative text using clustring technique asa strategy, and the students response towards the learning process using clustering technique as a strategy." Then the writer made the conclusion as a result based on the concrete of the data in this study (Sulistyaningsih, 2018).

RESULT AND DISCUSSION

In this research, the researcher discussed the research implementation. The researcher observed steps during the lecture teaching and students' perception and to find how the use clustering technique on narrative text. The researcher arranged with field note and the result students perception.

Field Note

1. First meeting

The lecturer began explained the sudy. This researcher included one lesson plan with two meetings, because there was another researcher to join with. The lecturer said greeting first before begin the lesson, and checked the students who answered greeting too.

Before the lesson, the lecturer gave 30 minutes to make attention by giving questions to students like"what do you know about cluster technique ?" this meeting have only one hour for lesson, so the lecturer give and explain about *"what is clustering? anybody knows*" and some

students give respon with *"it just* like one word phrase connected with one idea with the other idea and connected with line*." or "just I know is a technique grouping data to make more directed."* The lecturer give good reponse to students who give their arguments about clustering technique, after that the lecturer gave explanation about clustering technique.

The lecturer says *"your arguments will be noteed and thank you for your response. Basically clustering technique is a technique to turn a broad subject into a limited and more managable topic for short essay or text".* Then the lecturer closed the meetings.

2. Second meetings

The lecturer said greeting to students and student answered response. In this meeting the lecturer gave explanation how to use clustering technique in writing after that the lecturer gave explained about generic structure. the next step, the lecturer gave explained how to use clustering technique.

Closing in teaching.

The lecturer gave home works writing native text using clustering technique for one week to students and collect the assignment in one week to lecturer. The title can be:

1. Narrative Text of the Legend of Rawa Pening

2. The Legend of the Prambanan Temple

3. The Legend of Mount *Tangkuban Perahu*

4. The Legend of *Mount Bromo*

5. The Legend of Lake *Lau Kawar*

6. The Legend of the Color Lake

7. The Legend of *Banyuwangi*

8. The Legend of *Surabaya*

After that the observer made evaluation and gave the rewards to whom had been active students in the class section.

Based on the note, field noted occurs in the field and requires observational sensitivity. These observation the researcher experience field noted become a source of data. According to Sandelowski (1998) these data represent the "facts" of the observational experience. The result of this observation researcher gived experience that there is an improvement of students ability in writing

Students Perception

This question will be collecting data for students perception while in the lesson process, there is 20 students give response :

List table result of Students perception

No.	Questions	Yes	No
1	Do you like writing ?	85%	15%
2	Do you think writing can help your communicate activity ?	95%	5%
3	Do you think writing is very important to explore your idea ?	100%	0%
4	Can you organize paragraph writing?	95%	5%
5	Do you understand narrative text ?	100%	0%
6	Can you identify generic structure of narrative text?	95%	5%
7	Do you like narrative text story?	95%	5%
8	Do you know that narrative text is in past events?	90%	10%
9	Do you understand how to apply clustering technique in writing ?	95%	5%
10	Can you use clustering technique to generate my ideas do in writing ?	95%	5%
11	Do you feel more confident in your writing after studying with Clustering Technique?	90%	10%

12	Do you feel more interesting with writing narrative text using clustering technique?	90%	10%

$$\% \text{ Perception (p)} = \frac{fo}{n} \, x \, 100\%$$

Description :

P= Percentage

Fo = the number who answered yes

n = all the number who anwered

Result of questionnaire

$$\% \text{Respons(p)} = \frac{1125}{1200} \, x \, 100\%$$

$$= 93,75\%$$

Based on the table above, it showed that students perception is the students get more information and make student improve their skills of writing on narrative text using clustering technique .

CONCLUSION

After conducting the research teaching writing narrative text using clustering technique, the researcher can conclude based on the findings discussed in the previous chapter that :

1. Teaching writing narrative text using clustering technique fer

undergraduate of STKIP PGRI Sidoarjo can make the students more easily understanding to make narrative text using clustering technique. After using clustering technique, the student can write be better. They can write a narrative text easily and quickly. When the students in lesson proccess the students enjoyable and intrested in learning writing narrative text using clustering technique. It is shown by the students perception there are more positive respons from students. The researcher analyze that in writing skill of students increase from student perception.

2. The lecturer can make this technique not only in narrative text .it can make in desciptive text with using clustering technique. The steps of teaching from lecturer can make the students more intrested to learning writing narrative text using clustering technique with making attention in the class. the lecturer must be creative and interactive in the learning process because the lecturer and the students using online class with whats-app. While in the

questionnaire there is 93,75% shows positive respons. From data above, the researcher could conclude all of students in undergraduate or second semesters in STKIP PGRI Sidoarjo is increase for writing skill with using clustering technique.

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