CHAPTER IV

DISCUSSION

In this chapter, the researcher would like to analyze the data gathered from the research. The data was obtained from observation at eight grades in junior high school of Al-Muhajirin Bangsri Pakis Aji Jepara. The researcher is going to describe the implementation of clustering technique in teaching recount writing text at eight grades in junior high school of Al-Muhajirin Pakis Aji Jepara. So, the teacher used clustering technique in teaching recount text writing.

The researcher got the data about how can clustering technique be implemented in teaching recount text writing by the observation sheet during teaching and learning process. The researcher also got the data how could clustering technique improve the students in teaching recount text writing by the students writing or test that have been given by the English teacher.

Based on the data in the research were analyzed qualitative. The method of this research was descriptive research. The result of the data were from observation, interview, questioner, and students writing or test to the subject of study the researcher present the finding of the research. The data also taken from documents.

4.1 The implementation of Clustering Technique in Teaching Recount Text Writing

The first discussion, the researcher has found the answer of how could clustering technique be implemented in teaching recount text writing. The researcher used observation sheet to answer the problem of statement of the English teacher in implemented the clustering technique in teaching recount text writing at eight grades of junior high school of Al-Muhajirin Pakis Aji Jepara. These discuses about the teacher in teaching and learning process. The researcher also observe the teacher and the students in the classroom or in learning process.

Clustering technique was used in teaching recount text wiring at eight grades of students of junior high school Al-Muhajirin Plajan Pakis Aji

Jepara. There were many plans before the researcher and the English teacher were going to the class in. Firstly, the researcher and the English teacher were discuss about the research would be conducted at eight grades. This discuss about the material would be given to the eight students, the time of the research, the interview to the English teacher, the test that would be given to the students, and the steps of the research that would be conducted. The observation in the classroom began on Monday and Wednesday at 10 o'clock. The first meeting, the English teacher give the material about the definition of recount text, generic structure of recount text, language features of recount text and the example of recount text. The second meeting, the English teacher gave the example of using clustering technique in writing recount text and the students were following the instruction of the English teacher.

The researcher observes the English teacher in the classroom about the situation and learning process. In the classroom, the researcher wrote some note based on the observation sheet to got some data about how clustering technique was used in teaching recount text. In teaching students, the teacher should know the way to teach and the characters of the students. The teacher should teach the students enjoyable in learning process, interested in the material, active and creative to make some media in teaching. So, the students did not feel bored during learning process. The teacher should give the materials clearly and fact. So, the students will understand more about the material.

Teaching junior high school is considered as adolescents. In this case, adolescents are often seen as problem students. Early adolescents are in a phase of life when it is time to begin to be oneself, time to imagine and create their life, time to look back and to look forward, it is also time to approach life's realities, and filled with happiness as well as uncertainty. Teacher should made some key to knew the students character.

The first observation conducted on Wednesday, 9th August 2017. It was the observation about the time in teaching and the way in research students in eight grades of junior high school. In this case, the teacher

explained the time to used clustering technique. The topic used in the first meeting were the definition, generic structure, and language features of recount text.

Based on the research about clustering technique, the teacher should know how to teach clustering technique for students in junior high school. Using clustering technique in teaching writing recount text is easy for teacher and especially needed for students, because they can explore the main idea by connecting each other. Clustering technique will help students in share their ideas and easy to write anything depend on the students experience in the past. The students will enjoyable and interested in write many thing what the students want and what the students do. So, the purpose of the observation of the researcher was to knew the real condition of the school includes the class activities, the students, and the problem. The researcher used observation sheet to get some data. The observation sheets include some aspects of observation. They are:

1. The teacher prepares all the material before class
2. The students pay attention to the teacher
3. The students are active in learning English language
4. The students focus on the material
5. The teacher implemented the clustering technique
6. The teacher introduce the concept of clustering technique to students
7. The teacher leading students to generate ideas in form clustering technique
8. The teacher ask students to write the first draft based on the design of clustering technique samples
9. The teacher ask students to use clustering technique, ask them through selected topic to make procedural recount text referred to their own experience
10. The teacher explains the materials and the technique in detail
11. The teacher makes the class active
12. The teacher gives review about the material

In observation sheet, there were 12 aspects to observe the teacher in the classroom. The researcher gave check mark and comment based on observing in the classroom.

Table 4.1

Observation Sheet of First Meeting

No	Aspect of Observation	Check Mark	Comments
1.	The teacher prepares all the material before class	√	The English teacher opened the class by salam and build the students knowledge
2.	The students pay attention to the teacher	√	The teacher would give punishment to the student who does not pay attention.
3.	The students are active in learning English language	√	Not all students are active
4.	The students focus on the material	√	Not all students
5.	The teacher implemented the clustering technique	-	-
6.	The teacher introduce the concept of clustering technique to students	-	-
7.	The teacher leading students to generate ideas in form clustering technique	-	-
8.	The teacher ask students to write the first draft based on the design of clustering technique samples	-	-
9.	The teacher ask students to use clustering technique, ask them through selected topic to make procedural recount text referred to their own experience	-	-
10.	The teacher explains the materials and the technique in detail	√	The teacher explained the material clearly
11.	The teacher makes the class active	√	The teacher made the class active but some students

			are not active. Because the student follow the instruction of the English teacher.
12.	The teacher gives review about the material	√	The teacher gave reviewed about the material

The first meeting was conducted on Tuesday, 15 August 2017 at 10 a.m in the junior high school of Al-Muhajirin Plajan Pakis Aji Jepara, it followed by 16 students of eight grades. In the first meeting the teacher gave the material about recount text. The teacher explained the definition of recount text, the generic structures of recount text, and the language features of recount text. Then the researcher gave check mark and comment if the teacher and the students were followed the aspect about the teacher and students activities, but some of students are not followed the aspect of the observation sheet. From those aspects, the students were not all pay attention in the classroom.

In the first aspect, the teacher prepare all the material before came to the class. The teacher opened the class by salam and build the students knowledge. Before the students explained, more about the material the teacher asked the students experience like holiday or some event. After that, the teacher explained the material of recount text clearly from definition, generic structure and language features. But in this case the teacher did not reviewed the material before recount text. The teacher directly gave the material about recount text.

In the second aspect, the students pay attention to the teacher. In a discussion the students were pay attention when the teacher explained the material but there are some students contravene the learning contract with the teacher, the teacher gave a punishment. Then, there was checklist and comment in the aspect of students are active in learning English language. But not all students active yet in the classroom, some of students still doing

nothing about what students did. That aspect was same like the aspect of the students focus on the material.

In the first observation the teacher only teach recount text and explained clearly from the definition until the example of recount text. The teacher did not used clustering technique, the teacher only used communicative teaching process and the researcher did not gave check mark because the teacher did not do the aspect. The teacher did not used media in teaching recount text, the teaching only gave a example about the teacher experience in the past. If the teacher did not used media in teaching recount text, but in the aspect of the teacher made the class active the teacher could made the class active in learning process gave check mark and comment because the students followed the instruction of the teacher, but not all students are active and only some of students did not active.

In the aspect of fifth, sixth, seventh, eight, and ninth aspect the teacher did not does the aspect because it was the first aspect without clustering technique. It means that pre-observation before using clustering technique in teaching recount text writing.

In the aspect of review, the researcher gave checklist and comment because the English teacher asked to the students about the material before or the material f recount text. Before the teacher end, the learning process the English teacher asked to the students about the definition and the explanation. In this case, the teacher asked the students to wrote down their experience in the past about their experience individually. The students were followed the instructions of the teacher to wrote recount text.

In the first observation, the students got difficulties in learning English. The students are less in got some vocabularies, but the English teacher made some strategies to made the students got many knowledge or many vocabularies. The strategy was the students should memorize some vocabularies every meeting of English language class. The purpose of the teacher was made the students smart in English and always active to learn English language. This problem faced by the researcher had interviewed te English teacher.

The interview transcription between the researcher and the English teacher in the office of junior high school of Al- Muhajirin at 10 a.m. the transcriptions were below:

The researcher : Well I want to ask some question to you. Do the students interested in English?

The teacher : Yeah... some of students here like of motivation but a... some of them have high motivation in studying English.

The researcher : So, can you give an example about the students motivation to do more about English?

The teacher : Yeah... I can see from their attractive for example when i give a.... lesson about English I see from their motivation that they want to study English more than a... the others

The researcher : What students difficulties in English?

The teacher : The students difficulties in English ehm.... because they think that English is not their native language, their think that English is difficult than other lesson. So, ehm... especially for speaking and writing they think it is more difficult than reading and other skill

The researcher : And then Is there some difficulties in students writing?

The teacher : Yes of course, some of them face difficulties a... for example in writing and speaking most of them, their like writing in English because they think that writing English is difficult especially for vocabularies they have no more knowledge about vocabulary

The researcher : Do you have an technique to them to memorizing or memorizing a new vocabulary in writing?

The teacher : Yes, I ask them to make a... something like note for today. A.... for each day I ask them to write or to find minimally 5 words and i ask them to write in a book and for the another day I ask them about the Vocabulary

The researcher : This is for every meeting or every day?

The teacher : Every day and every meeting especially for English lesson

The researcher : What strategy do you use in teaching recount text writing?

The teacher : I used discussion and ....for what is it .... for individually task I ask them to write individually I mean for their ehmm.. What is it experience their self

The researcher : How do you solve those difficulties in teaching recount text writing?

The teacher : To solve this difficulties I mean a.. when they find difficulties I always ask them to bring dictionary because a... I know that they less of vocabulary. So, whenever there is English lesson I ask them to bring dictionary and maybe they may ask me if they don't find the difficulties word in their dictionary

The researcher : So, you are also give a new vocabulary by yourself and when they are also bring do not dictionary and ask to you?

The teacher : yes

The researcher : Have you ever use clustering technique in teaching recount text writing?

The teacher : Not yet because I haven't known about the clustering technique before

The researcher : Do you do not ever meet clustering technique before?

The teacher :Yes not yet... just this moment after you give me about the knowledge about clustering technique

The researcher :Ok thank you very much for your attention

The teacher : Your welcome.

Depend on the interview above the researcher conclude that the students got difficulties in writing than other skill. The teacher also gave communicative in teaching learning process. It means that the students needed a technique to built the students creativity, active, and knowledge. Clustering technique was needed in developing student in writing recount text.

In the second observation was conducted on 21 August 2017 at 10 a.m. it was followed by 16 students and 1 teacher. In this time, the teacher used clustering technique in teaching recount text writing. In the second observation, the teacher explained the way in using clustering technique for students in junior high school of Al-Muhajirin Plajan Pakis Aji Jepara.

Table 4.2

Observation Sheet of Second Meeting

No	Aspect of Observation	Check Mark	Comments
1.	The teacher prepares all the material before class	√	The English teacher opened the class by salam and build the students' knowledge by asking the students experience.
2.	The students pay attention to the teacher	√	The teacher will give punishment to the student. Who does not pay attention.
3.	The students are active in learning English language	√	The students were active in learning process.
4.	The students focus on the material	√	The students were focus to the material of recount text.
5.	The teacher implemented the clustering technique	√	The teacher explained the material using clustering technique.
6.	The teacher introduce the concept of clustering technique to students	√	The teacher gave the purpose, the way, and the example using clustering technique to write a recount text.

7.	The teacher leading students to generate ideas in form clustering technique	√	The teacher leading the students to share and generate the students ides before start writing
8.	The teacher ask students to write the first draft based on the design of clustering technique samples	√	The teacher asked the students to make a draft before begun writing.
9.	The teacher ask students to use clustering technique, ask them through selected topic to make procedural recount text referred to their own experience	√	The teacher asked the students to write their experience using clustering technique.
10.	The teacher explains the materials and the technique in detail	√	The teacher explained the material clearly
11.	The teacher makes the class active	√	The teacher made the class active but some students are not active. Because the student did not follow the instruction of the English teacher
12.	The teacher gives review about the material	√	The teacher do not reviewed the materials because the time is already over.

In the first aspect the researcher gave check mark and comment about the teacher prepare the materials before came into the class activities. The teacher start the learning process by salam or Asaalamualaikum Wr. Wb., asked the students condition, ask about the material in the last meeting and the teacher check the attendant list. The next aspect is the students pay attention to the teacher, it got checklist and the comment was the teacher

would gave punishment t the students who do not focus in learning process. It can made the student less in learn more about recount text.

In the third aspect about the students were active in learning English, the researcher gave a check mark and comment. The students were active in learning process they had discussion with their friend, when some students got difficulties in understanding the material. The teacher always made some questions, it means that the students should active in answering some question from the teacher. Then, there was a check mark and comment in the aspect of the students was focus to the material.

In the fifth aspect, the teacher implemented the clustering technique to the students. It gave check mark and comment that the teacher explained the material using clustering technique. In this case, the teacher explained the clustering technique in detail. The way in teaching clustering technique are firstly, found a topic idea in a word or phrase about your experience in a holiday, wrote down in the center and circle it. Secondly, wrote down the min parts or central ideas of the writer topic. Thirdly, circle it and connect the topic in the center, after generate the fact, details, example or ideas related in any way to their main parts of topic. Then, keep going until the writer could another thought else related to the main topic. After that, see a set of cluster that have done, if one particular circle was enough to begun draft. The writer could cluster again to expand the branches and begun to impose some order by clustering and begin to a first draft in writing. Finally, the writer ready to made a story of the writer experience.

In the aspect of the teacher introduced the concept of clustering technique to students. The researcher gave check mark and the comment was the teacher gave the purpose in using clustering technique, and the way and the example using clustering technique to wrote a recount text. The teacher made some introduction before begun writing a recount text. Then, the researcher gave check mark and comment in the aspect of the teacher leading students to generate ideas in form clustering technique. It means the students should connect one word and should be related to the topic and the students could share and generate their ideas.

Next, the aspect of the teacher asked the students to write a first draft based on the design of clustering technique samples. The students made the instruction of the teacher individually. The students should make the event in the past about holiday and the students begun wrote what the students needed. The teacher check the students work during the students do the assignment from the teacher. The teacher helped the students when the students got difficulties in order to found a vocabularies or sentences.

In the aspect of the teacher asked the students to use clustering technique before begun some paragraph. The students should found the main topic referred to students' experience. Before start made a recount text, the students did not forget the generic structure from orientation, events, and re-orientation. Especially the language features of recount text from noun and pronoun, actions verb, past tense or verb 2, connecting words, adverb and adverbial phrase, reported sentence and etc. Based on that aspect the researcher gave check mark and comment. The teacher explained the materials in detail and clearly but sometimes the teacher got difficulties in the grammatical form.

The researcher gave check mark and comment in aspect of the students and the teacher was active in learning process, but some of students were not active. The students doing nothing and did not pay attention about what the teacher explained. The last aspect was review the material, but in this case the teacher did not made a review because the time was already over.

4.2   The Impact of Clustering Technique in Teaching Recount Text Writing

The researcher used test to know the students' improvement after being taught through clustering technique. The test was given twice, at the first test was to know the students capabilities in writing recount text without using clustering technique. There were 16 students who followed the test, it consist of 9 male and 7 female students with the detail below:

Table 4.3

Name List of 8th Grade

No	Students Name	Grades	Address
1.	Alvi Anggun Wulandari	8th Grade	
2.	Ayuk Zuliana Naswati	8th Grade	
3.	Dian Jamal Saputra	8th Grade	
4.	Ferdi Nur Cahyono	8th Grade	
5.	Ismail Khoirul Mahfud	8th Grade	
6.	Liva Amalia	8th Grade	
7.	Meilina Styaningrum	8th Grade	
8.	Muhammad Inwanuddin	8th Grade	
9.	Nurhasan	8th Grade	
10.	Rizky Ulin Nuha	8th Grade	
11.	Rosa Veronika	8th Grade	
12.	Serli Oktaviani	8th Grade	
13.	Teguh Ananda	8th Grade	
14.	Tita Cindy Fatikasari	8th Grade	
15.	Triya Nada	8th Grade	
16.	As'ari Febriyan Dwi S	8th Grade	

The first test was conducted on Tuesday, 15 August 2017. There was 16 students who followed the test. They had to made an example of recount text by their own experience. The students had to do it individually.

The classifications of the students scoring were very good, good, fair, poor and very poor. It called fair based on the classification of scoring grade below:

Table 4.4

Classification of Scoring Grade

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
>50	Very poor

The second test was conducted on 21 August 2017 at 11.30 a.m. in junior high school of Al-Muhajirin Pakis Aji Jepara. This test followed by 16 students. The test in the second test was using clustering technique before begun wrote the students experience. In this moment, the student followed the teacher instruction or the implementation of clustering technique in writing recount text.

From the result, the students got impact in writing recount text using clustering technique. Therefore, the researcher conclude that using clustering technique was important and affective for the students in junior high school.

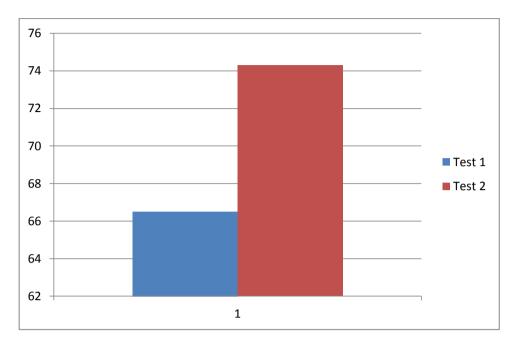**Table 4.5**

Result of All the Test

No	Students Name	Test 1	Test 2
1.	Alvi Anggun Wulandari	65	72
2.	Ayuk Zuliana Naswati	65	72
3.	Dian Jamal Saputra	65	72
4.	Ferdi Nur Cahyono	63	70
5.	Ismail Khoirul Mahfud	65	75
6.	Liva Amalia	68	75
7.	Meilina Styaningrum	72	76

8.	Muhammad Inwanuddin	63	70
9.	Nurhasan	65	80
10.	Rizky Ulin Nuha	63	70
11.	Rosa Veronika	72	80
12.	Serli Oktaviani	65	70
13.	Teguh Ananda	65	72
14.	Tita Cindy Fatikasari	80	85
15.	Triya Nada	65	72
16.	As'ari Febriyan Dwi S	63	70
∑		1064	1022
Mean		66, 5	63,8

Clustering technique gives a good impact for student, especially in students test score. The students more easily wrote their ideas. The students are very interested in connecting their main ideas to another idea. When the teacher explained the way using clustering technique, some of students directly followed the instruction from the teacher. For example, the teacher gave a word JOP (Jepara Ourland Park) the students directly asked the condition, the games, place, and anything about Jepara Ourland Park. However, the students imagine the place and the situation in JOP.

From the result of the first test, there was 1 students who got 80 and there were 1 students got 72 score. Only 1 students who got 68 and there were 8 students who got 65 score. There were 4 students got 63 score.

From the result of second test, There were 4 students who got 70 score. The score of 72 was got by 4 students. There were 3 students got 75. In score of 76 which is got by 2 students. There were 2 students got 80 scores. The highest of 85 score established by 1 students.

The result of the test was form into diagram during the research, below:

Based on the result of the test during teaching recount text using clustering technique, the result of the students test was good. Although there were some students who got less score. The average of the first score was 66,5. While result of the second test was 74,3.

Questionnaire was conducted after the students finished their work about make an example of using clustering technique in writing recount text. The purpose was to know the students interested or not using clustering technique, and to knew the capability of the English teacher. The questionnaire was done by 16 students in the classroom. The researcher had prepared 10 questions for students, they are:

1. Saya sangat senang dengan pembelajaran bahasa Inggris.
2. Saya belum pernah Belajar bahasa Inggris mengunakan metode clustering technique.
3. Saya senang dengan metode clusterting technique pada pembelajaran recount text.
4. Saya merasa kesulitan dalam menulis recount text dalam bahasa inggris.

5. Saya terbantu dalam menulis recount text dengan mengunakan metode clustering technique.

6. Saya kesulitan dalam mengembangkan ide sebelum menulis recount text.

7. Saya terbantu mengunakan metode clustering technique dalam menulis recount text.

8. Saya memahami materi recount text dengan mudah sesudah mengunakan metode clustering technique.

9. Saya merasa guru bahasa Inggris kurang interaktif.

10. Saya merasa guru bahasa Inggris mampu dalam memajemen kelas.

The researcher had prepared 4 choices to the expressions also. They were 4 (*Setuju*), 3 (*Sangat Setuju*), 2 (*Tidak Setuju*) and 1 (*Sangat Tidak Setuju*). From the choices, the students should choose one of the declarations. The result of students' answer about the questionnaire was run well. From the accumulation, the students were interested in clustering technique and it helped the students writing recount text. They were felt strange with the technique, but their abilities in sharing their ideas were good. Here, the researcher had found the result of students' answer of 10 declaration consist of 4 choices.

Table 4.6

The Result of Questionnaire

No.	Pernyataan	1	2	3	4
1	Saya sangat senang dengan pembelajaran bahasa Inggris	1		3	13
2	Saya belum pernah Belajar bahasa Inggris mengunakan metode clustering technique.	1	4		11
3	Saya senang dengan metode clusterting technique pada pembelajaran recount text.		5	5	6
4	Saya merasa kesulitan dalam menulis recount text dalam bahasa inggris		3	4	9
5	Saya terbantu dalam menulis recount	1	1	10	4

	text dengan mengunakan metode clustering technique				
6	Saya kesulitan dalam mengembangkan ide sebelum menulis recount text.		5	1	10
7	Saya terbantu mengunakan metode clustering technique dalam menulis recount text		4	5	7
8	Saya memahami materi recount text dengan mudah sesudah mengunakan metode clustering technique	4	1	3	8
9	Saya merasa guru bahasa Inggris kurang interaktif	11	5		
10	Saya merasa guru bahasa Inggris mampu dalam memajemen kelas		1	9	6
	∑	18	29	40	74

The first declaration, the students were choose S (*Setuju*) 13, 3 students who choose SS (*Sangat Setuju*) and 1 students choose STS *(Sangat Tidak Setuju)*. It means that almost all the students like learn English language. The second declaration, the students' answer about the students never learnt English using clustering technique, there was 11 students choose S (*Setuju*) it means that they never meet or used clustering technique before and there were 4 students choose TS (*Tidak Suka*) an only 1 students choose STS (*Sangat Tidak Suka*).

In the third declaration was the students were happy using clustering technique in learnt recount text, there was 6 students choose S (*Setuju*), SS (*Sangat Setuju*) and TS (*Tidak Setuju*) both of SS and TS consist of 5 student, in this time the students were happy using clustering technique. In the fourth declaration the students got difficulties in writing recount text, because there was 9 students choose S (*Setuju*) and 4 students choose SS (*sangat setuju*) and TS (*Tidak Setuju*) only 3 students.

The students was helped in writing recount text using clustering technique, in this declaration only 1 student choose STS (*sangat tidak setuju*) and TS (*Tidak Setuju*), but based on the student choices there are 10 students were choose SS (*Sangat Setuju*) and only 4 students choose S

(*Setuju*). In the next declaration was the students got difficulties in developing their ideas or their own experience. In this case there were 10 students choose S (*Setuju*), 5 students choose TS (*Tidak Setuju*) and only 1 student choose SS (*Sangat Setuju*). It means that, the student still confused when the students did not used clustering technique. Then, the student got a new technique in writing recount text there were 7 students choose S (*Setuju*) , 5 students were choose SS (*Sangat Setuju*) and TS (*Tidak Setuju*) for 4 students.

In the declaration of students in understanding the material by clustering technique were different, there were 8 students choose S (*Setuju*), 3 students were choose SS (*Sangat Setuju*), 1 student choose TS (*Tidak Setuju*) and STS *(Sangat Tidak Setuju)* for 4 students. But almost students understand well.

Some of students though that the English students did not interactive in learning process, because the dominant answer was STS (*Sangat Tidak Setuju*) and there were 11 students, for TS (*Tidak Setuju*) there were 5 students. So, the students though that the teacher made the class active and interactive. The last declaration was the English teacher be able in management the class. There was 1 students choose TS (*Tidak Setuju*), 9 students choose SS (*Sangat Setuju*) and 6 students choose S (*Setuju*). It could be conclude that there was a good impact for students in writing. Clustering technique was not only used in writing an academic or something past event likes diary, magazine, new paper and so on.