

**THE CONTRIBUTION OF CLUSTERING TECHNIQUE IN
DEVELOPING IDEAS ON A SHORT PARAGRAPH
FOR THE FIRST YEAR ENGLISH EDUCATION STUDENTS OF
STAI MIFTAHUL ULUM TANJUNGPINANG**

Eka Mayasari

STAI Miftahul 'Ulum
eka.maya.sari28@gmail.com

ABSTRACT

In writing students usually difficult in developing and expressing their ideas, they have not various sentences in writing paragraph; they also sometimes confuse to start to make their paragraph pursuant to the topic of which given from teacher. This matter, which make blaze and student, bored in writing. Hence, from that the researcher used clustering technique to assist students in developing and expressing their paragraph, and help the students more various in writing paragraph. So that their interesting and nattier paragraph, directional and its development pursuant to the topic of which given from the lecturer. This research is an experimental research. There were two variable of the research; there were independent and dependent variables. In conducting the data collection, the researcher conducted treatment in teaching writing in students' developing ideas using clustering technique. The researcher gave pre-test and post-test to the students. The students write a hortatory exposition text in 45 minutes without clustering for control and the students write a hortatory exposition text in 45 minutes through clustering for experimental group. As the result, students who are taught through clustering have different in developing ideas from those who are taught without clustering. Furthermore, it can be said that there was significant contribution of the students' developing ideas after using clustering technique for the first year English student at STAI Miftahul 'Ulum Tanjungpinang.

Keywords: *clustering, developing idea, experimental research, writing paragraph*



INTRODUCTION

Writing is important skill of learning English to improve the knowledge of students in mastering English as a communication tool. It can be used to deliver idea, thought, and feeling in order to be a complicated production skill. It is not an automatic process. It is painful to do the intense and active thinking that clear demands.

Writing skill involves how writing a paragraph or essay, it means that during this activity students play roles as active participants rather than eavesdroppers. Students are hoped to know how to make a good sentence, arrange a paragraph, and express ideas that come from their mind, but it is difficult to be a good writer. Not all of people can write well. Some of them find difficulties in writing. The reason is that writing is how to generate and develop our idea.

In writing commonly, students must think of the ideas coming out the topic given, however they had difficulties in developing idea. So, to find out the solution that make the students easier in writing and had the ideas they have. One of the techniques is clustering.

Consequently, clustering is an invention strategy that can be used to generate ideas for a text or to plan a text. There are two types of clusters. First, the discovery cluster is students discover a text topic and find out what they know about a topic. The second one, the planning cluster is students plan a text and to produce supporting ideas. It means that planning clustering can be used to plan a text as students find and organize subtopics.

Furthermore, students can start with an assignment's main topic or with an idea generates in free writing. For this, clustering involves writing an idea in the middle of a page and circling it. Then draw lines leading from that circle to new circle where will write different subtopics of that central idea. Picking the subtopics that interest for students, draw lines leading to more circle where in students note important aspects of the subtopics.

As matter of fact, the researcher found that first year English education students who were able to produce well structure and reasonable grammatical oral texts were much less successful when they assigned to write paragraph. On the



other hand, the first year English education students' tend to construct ungrammatical sentences in expressing their ideas. For this, a number of them got difficulties in organizing their ideas or putting their thought into writing. They also got trouble to create the connection between an idea with the other one.

To encounter the barriers above, the researcher can implement clustering to arouse students' interest in writing. For clustering itself, it is a way to help the students in searching for as many as ideas possible that it is going to be generated and developed in writing form particularly on hortatory exposition text.

In generally, in writing, students need to generate, organize, and communicate ideas. Often students would not rather plan before writing. They would prefer to jump in and just start writing. For students, it is important that they go slowly and take time to think about what they want to say before writing. In general, students should be taught that writing is not an emergency event and that the process of planning, thinking, and organizing are just as important as the final product. Students' ability to generate and developing their ideas can affect the richness of their final piece of writing.

Based on the experience at the first year English education students on September 2018, some students are not able to describe their ideas. For examples: topic sentence, controlling ideas, supporting sentences, content and conclusion in a paragraph in English writing. They don't have idea what to write. Worst, a few minutes before the class ends, they just write three to five sentences. Some of students also have low interest in writing. Based on the problem above, the researcher is interested to conduct this research.

LITERATURE REVIEW

Clustering technique that we can use to generate ideas and develop ideas in writing and to explore the relationship among those ideas. This technique quickly hits writers; intuitive and writers' creative or connective mind. According to G. Ventis (1990:17) states the clustering to improve development ideas and previously used to facilitate thinking in classroom setting was used as stimulus for class discussion.



Clustering entangle the way of development of idea through line and circle to connect one word or phrase to other word or phrase. Each association is written down and connected to the original stimulus by an arrow or line. If associations generate further associations, chains of associated words are produced. It will motivate students to developing better.

In writing, the planning phase is very important part of writing process for writer. It helps them to generate and organize their ideas before they begin to write. They can write their ideas about a topic in clustering. They can start the subject in a few words in the center of a blank sheet paper, and they can put them in circles or boxes.

According to Erlik (2010) state that the use of clustering technique can affect the students in developing ideas optimally. It is proved from the research findings showing that students who are taught using clustering technique have better developing ideas than those who are taught using direct instruction. Students can write more by applying this technique so they will be more skillful and expert in writing.

Kurtus (2003) states that typically when creating written material people do it in a linear manner with one sentence after another. The problem is that the creative part of the mind does not necessarily come up with ideas linearly. Often during the creative process, the mind jumps around from one point to another. A good method to put ideas down the way the mind woks and to enhance the creative process is by using clustering.

Clustering allows students to apply the concepts of coherence to their own writing. Give students a topic, and then tell them to plan their writing by developing an outline. Based on macro structure, it suitable for the essay.

Concerning the technique of clustering, the teacher need to introduce it as a pre-writing activity and give practice to the students in generating ideas through clustering. The activities are; Give practice to the students on generating ideas through clustering for a target topic, asked the students to brainstorm to generate ideas of the target topic. Gave a model of hortatory exposition text developed through clustering. assigned the students to generate ideas of a topic individually,



assigned the students to generate ideas of a topic individually, assigned the students to work collaboratively in generating ideas, assigned the students to develop the ideas generated through clustering into hortatory exposition, and provided more practices in generating ideas through clustering and developing the ideas into hortatory exposition.

Some aspects of presenting clustering techniques in teaching writing: a) topic; starting in writing a topic in the middle of paper, this stimulus the students to definite the main idea of subject which the students are learning. b) keywords; one of the central concept of clustering is the use of key words. Key words are easily the seeds of intuitive association. They are easy to create and much easier to remember and recall than full sentences. The use of key words also forces our creative brain to add the context to the key word in its own words or pictures. It moves the cognition from memorization and recitation to understanding. c) make branches. d) drawing. e) scenario.

Based on the explanation above, it is clear that there are five aspects that should be taken into account by teachers to teach the students in writing. It is important to apply the above aspects in order to decrease or eliminate the students' mistakes on their writing tasks.

METHODS

The formulation of the problem is formulated as follow: "Is there any significant contribution of clustering in developing idea on a short paragraph for the first year English education students of STAI Miftahul 'Ulum?"

This is an experimental research focus on the quantitative approach. This research uses experimental design in which is one group pre-test and one group post-test design. It involves one group as the experimental group with the control group. The experimental group would be taught by using Clustering. The sample of the research was 25 students. In order to explore the research data, the researcher applies writing test. The researcher uses this instrument to know the improvement of the students' developing idea on a short paragraph. In the pre-test, the students are also asked to write a short paragraph without treatment. In the post-test, the students are also asked to write a short paragraph but they must



be able to use clustering to generate and developing their ideas before they wrote that paragraph. And the students hope to make paragraph with the various sentence.

Data Instrument

In order to explore the research data, the researcher applies writing test. The researcher uses this instrument to know the improvement of students' developing idea on a short paragraph based on the topic given by the researcher. In the pre-test, the students are also asked to be able to write a short paragraph well without treatment. In the post-test, the students are also asked to write a short paragraph but they must be able to use clustering technique to generate and develop their ideas before they wrote that paragraph. In addition, the students hoped to make paragraph with the various sentence.

Data Collection Technique

In this research, the researcher collected the data, which need to support this research by doing some steps as follow:

1. The researcher distributed writing test as pre-test to the students firstly to find out students' scores at the starting point, the time given is about 45 minutes.
2. The researcher collected the students' test result as the time is up.
3. Then, the researcher applied clustering in developing idea when teaching writing a short paragraph about meeting in classroom.
4. Finally, the researcher gave the students writing test again as post-test to find out the correlation of using clustering in improving students' developing idea.

Data Analysis Technique

To analyze the data, the researcher used the English composition test scoring guide after that the she used a statistical analysis to analyze data.



Table 1. The Criteria of English Composition Test

No.	Criteria	5 All correct	3 Some errors	2 Lots of error	1 Mostly All errors
1	Correct spelling	5	3	2	1
2	Clustering neat and readable	5	3	2	1
3	Correct main idea	5	3	2	1
4	All detail support main idea	5	3	2	1
Total x5					

In order to find out the result of the test whether it was statistically significant, she applied t-test. Before applying t-test, it was necessary to following steps:

1. The mean is use for calculating the average of the students score by using formula below:

$$\text{Mean} = X = \frac{\sum X}{N}$$

(J.D. Brown, 1988:66)

2. To find the average differences of all score from the mean use the following formula:

$$\text{SD} = \frac{\sum X^2}{N-1}$$

(Hatch and Farhady, 1982:59)

3. To find t-test, the researcher uses the formula:

$$T_{obs} = \frac{X_e - X_c}{S(X_e - X_c)}$$

(Hatch and Farhady, 1982:111)

4. To find the variability of the students' achievement in developing ideas, the researcher uses the formula below:

$$\text{Variance} = \frac{\sum X^2}{N-1}$$

5. To find degree of freedom, the researcher uses the formula below:

$$\text{DF} = ((N_e - 1) + (N_c - 1))$$



(J.D.Brown, 1988:169)

6. To find the significant level the researcher $\alpha=0.05$ two-tailed test.

(J.D.Brown, 1988:169)

DISCUSSION

The result of pre-test

There are two classes; experiment class and control class. The mean score of experimental class was 63.76 and control class was 62.24. We can conclude that the mean of control class was lower than experimental. Homogeneous between the two classes; there is no significant different between the main score of the students' of both experiment and control class. It is because F calculated is smaller than F table. F calculated = 1.31, and F table = 2.021

The result of post-test

The result of post-test after using clustering technique in developing idea for experiment groups, and without using clustering technique in developing idea for control group, it can calculate the students' score. So, the mean score experimental class was 74.32 and control class was 64.88. It can conclude that the mean of control class was lower than experimental. T calculated was bigger than t table. In other word, the mean different was significant. The different of class was $13.49 - 2.021 = 11.47$.

Increasing of pre-test and post-test

The data calculation shows that both experimental and control group class have different result on from pre-test to post-test. The researcher got conclusion that the increase of percentage mean score of experiment class was higher than the control class. It was $10.56 > 2.64$ where the increase 7.92%. The variance of experimental was higher than control class, it was $27.3 > -0.5$ where the increase was 27.4%. The last standard deviation of experiment was also higher than control class, it was $1.48 > -0.03$ which increase up to 1.51%.



Hypothesis testing

The data analysis technique was analyzed to see whether the mean different is significant. As the result of computing, it was found that t-calculated was 13.49 while t-table with degree of freedom at .05 level of significant was 2.021. In other words that t-calculated bigger than t-table. Based on the data, the contribution of clustering technique to the students in developing ideas is accepted.

Since, t-calculated (13.49) are higher than t-table 2.021 with 48 degree of freedom and at the hypothesis there is a positive contribution of clustering technique to students in developing idea is accepted.

From the table of pre-test, it can be seen that there was difference result of tests for two classes before treatment. It means that score of each class are 63.76 and 62.24. From the post-test, it can be seen that the means score of two class increase 10.56% for experimental class and 2.64% for controlled class. It means that there was a significant of students' improvement in developing ideas.

In addition, there is an increasing of students' test result mean score, variance and standard of deviation by using clustering technique in developing ideas from pre-test and post-test. The using of clustering technique in developing ideas becomes increase if the researcher compare before using clustering technique, where the result of post-test increase if compare the result of pre-test. It could be interpreted that the using clustering technique could be accepted by students.

CONCLUSION

According to the expert, that understanding clustering technique can help the writers in developing their ideas in writing. Clustering technique is nonlinear activity that generate ideas, images, and feelings around a stimulus word. In consists of circles and lines to show connections between one word with the others word.

According to the assumptions of the research, there is a positive significant contribution of clustering technique in improving students' developing ideas at STAI Miftahul 'Ulum Tanjungpinang. The result of the research can be concluded as follow:



1. There is a significant contribution of clustering technique in developing ideas. It can be seen from the $T_{obs} = 13.49$ and the significant was 2.021. it means that there is a positive significant contribution of clustering technique in improving students' developing ideas.
2. The use of clustering technique can be help the students becomes more spirit and active in writing a paragraph.
3. The use of clustering technique can make students interest and enjoyable in learning English.
4. The use of clustering technique can help students in establishing students' knowledge and make them focus a broad topic for writing, and students also can make their sentence more various and creative in writing.

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