

IMPROVING THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING RECOUNT
TEXT THROUGH BRAINSTORMING TECHNIQUE BY CLUSTERING AT SMPN 1
MAESAN IN 2016/2017 ACADEMIC YEAR

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ABSTRACT

Writing is one of the important skills in learning English. In learning writing, that is need process. Beside that the students have some problem in grammatical, vocabulary, content, organization, and mechanics. To face this common problem there must be some ways and solutions to improve the students' writing ability especially in recount text through the available method, in this case the researcher used Brainstorming Technique by Clustering to improve writing ability.

In this research, there is problem, it is "how can Brainstorming Technique by Clustering improve students' ability in writing recount text on the eighth grade students of SMPN 1 Maesan in 2016/2017 academic year?". Based on the problem, the research objective is intended "To improve the eighth grade students' ability in writing recount text through Brainstorming Technique by Clustering at SMPN 1 Maesan in 2016/2017 academic year".

The design of the research is classroom action research. This research covered four stages of activities, they are planning of the action, implementing of the action, observing, and reflecting of the action. This research subject is VIII-A class which consist of 24 students and to obtain the research data instrument used test and observation. To calculate the students' ability in writing recount text score, it was used mean formula.

This research is supposed to be successful if the average score is 70. Brainstorming Technique by Clustering improved the students' ability in writing recount text in two cycles from the average of students scored $70 M = 64$ in the first cycle to $M = 72$ in the second cycle. Finally, it could be conclude that the use of brainstorming technique by clustering could improve the eighth grade students' ability in writing recount text at SMPN 1 Maesan in 2016/2017 academic year by giving clear explanation and using clustering instruction in teaching learning recount text to build students' ideas development.

Key words: Students' Writing Ability, Brainstorming Technique by Clustering

INTRODUCTION

Of the four language skills, writing is very essential for students. According to Amoush (2015:88), writing has considered as one of the most important skill besides listening, reading, and speaking in teaching and learning English as a Foreign Language (EFL). However, helping students to be able to be a good writer is not easy. It also needs some effective efforts. Saima *et al* (2013:130) states that writing is more complicated than the other language skills. This is supported by Heaton (1990:135) who states that writing is complex and difficult to teach and also to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. From this point of view, writing skill covers the mastery of language, mechanical skills, treatment of content, stylistic skills, and evaluative skills.

Based on the observation in preliminary study, she found some problems faced by students VIII-A of SMPN 1 Maesan when they were writing, especially in writing of recount text. There are some problems that make english writing as one of difficulties faced by students of VIII-A at SMPN 1 Maesan. Students could not develop their ideas, and they are lack of vocabulary. The English teacher also said that the students' participation in the teaching learning process in English classes was passive or in other words students relatively inactive in writing an English text.

The problems are important to be solved, in order to make students get more comprehension in learning to write. Also make the students think that writing is an interesting learning. To have students solved these problems, it needs another strategy which is more interesting in teaching writing. There are a lot of techniques or strategies in teaching writing. The researcher would like use "Brainstorming Technique by Clustering" in teaching writing for recount text. This technique gives enough opportunity for the students to be good writers. Through brainstorming technique by clustering, students are supported during the different stages of the writing process.

Therefore, the researcher will conduct a reseach entitled "Improving the eighth grade students' ability in writing recount text through brainstorming technique by clustering at SMPN 1 Maesan in 2016/2017 academic year"

RESEARCH METHOD

In this thesis, kind of research uses a Classroom Action Research, because this research is intended to improve the students' writing ability during the teaching learning process. Ary (2010:514) states action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. He also mentioned the purpose of Classroom Action Research can help us to find solutions to the problems we are having in the classroom, and it is hoped able to improve students' achievement.

RESULT AND DISCUSSION

RESULT

After conducting two meetings teaching writing through brainstorming technique by clustering, the researcher gave a test to measure the students writing recount text after implementing the action through brainstorming technique by clustering on the students' improvement in writing ability. In fact, there were gradual improvements from the result of the mean score in Cycle I was 64 became 72 in Cycle II, while the result of average students active participation were in Cycle I was 41.65% up to 70.85%. While the average score of preliminary study was 53. After implement this technique, there were improvements in each aspect. For the easier one, that was content. It can improved because the researcher giving clear explanation and using clustering instruction in teaching learning recount text to build students' ideas development.

DISCUSSION

The result of writing test showed that there was an improvement of the students' writing ability in every meeting. The results of the writing test after the actions given in the first cycle is only 64. The action in this research is supposed to be successful if the average score is 70. This result indicated that the action in the first cycle was unsuccessful.

There were some factors that influenced the results in the first cycle. First, the students have difficulties to follow the procedures of brainstorming technique by clustering to generate and organize their ideas. In this case the researcher gave explanation again about the procedures in using the technique slower and tried to explain by using Indonesian language. Second, the students were not guided by the teacher in making the brainstorming clustering in developing their ideas into a recount text. To solve this problem, the researcher guided the students in making brainstorming clustering and when developing their ideas into a recount text at the same time. The last problem is the tenses used, the students ungrammatically incorrect sentences in writing recount text, so the researcher gave more detailed explanation about Simple Past Tense for regular and irregular verbs in order to the students can construct sentence which make sense and are acceptable in English. In line with this, Richard and Schmidt (2010:251-252) state that English grammar is the structure of language which sets up the way of making good sentences from the combination of words or phrases in English language. It means that to make a good text, students should focused on the grammatical structure of the text.

The second cycle was implemented with some revisions to get better results because the first cycle had not achieve the criteria of success. After the actions in the second cycle, the result

of the writing test showed an improvement. It was proven by the average score of the students' writing test is 72. It means that the students' writing test in the second cycle achieved the criteria of success.

In addition, the results of the students' participation by using checklist, it could be seen from the students' active participation from cycle I to cycle II, there was also significant improvement. The result of observation that was done in the first cycle showed that the average result of the students' active participation was 41.65%. Since the criteria of success was at least 70% of the students' active participation in writing teaching learning process by using brainstorming technique by clustering, the result did not fulfil the criteria of success yet. Then, the average result of the students' active participation in the second cycle indicated improvement that was 70.85%. It could be concluded that the students became more active in the writing teaching learning process in the second cycle than in the first cycle.

From the discussion above it can be concluded that teaching writing by using Brainstorming Technique by Clustering able to improve students writing ability at VIII-A of SMPN 1 Maesan in 2016/2017 academic year. As stated by White and Arndt (1991:18) "brainstorming is a widely used and effective way of getting ideas flowing". In fact, there were gradual improvements from the result of the mean score in Cycle one was 64 became 72 in Cycle two, while the result of average students active participation were in Cycle one was 41.65% up to 70.85%.

CONCLUSION

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Based on the discussion, the researcher concluded that the implementation of brainstorming technique by clustering improved the students' ability in recount text at VIII-A students of SMPN 1 Maesan in the 2016/2017 academic year. It can be shown by the improvement of students writing score from the preliminary study and the writing score after the action was taken. This technique also engaged the students become actively involved in the writing activity, as stated in the discussion that there was an improvement of students active participation. Those improvement are the evidence that this technique is able to improve the students writing skill by giving clear explanation and using clustering instruction in teaching learning recount text to build students' ideas development.

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