Teachings on Writing Narrative Texts through Teaching Clustering to Tenth Grade Students of SMK Nurul Huda Sukaraja

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Abstract

Applying clustering methodologies to instruct narrative texts to tenth grade students at SMK Nurul Huda Sukaraja. The proof for this assertion is substantiated by the results of the Independent Sample t-test performed on the post-test scores of both the experimental and control groups. The calculated t-values were 5.954 and 5.984, with a significance (two-tailed) value of 0.000. Thus, it is feasible for the t-value to surpass the critical t-value of 2.021 when the degrees of freedom (df) are 49, given that the sample size (n) is 51. Furthermore, the two-tailed significance (Sig) value is below the preset significance limit (α) of 0.05. The Null Hypothesis is rejected and the Alternative Hypothesis (Ha) is upheld. There is a significant difference between students who are educated using the Write Narrative Text Clustering Technique and students who are guided using Write Narrative Text utilising the Clustering Technique. The results further demonstrated that the use of the Clustering Technique in the students' class resulted in a decrease in their writing challenges. By using the Clustering methodology, students may pinpoint the underlying source of writing problems and successfully address them. This strategy is very efficacious in augmenting the understanding of the topic matter.

Keywords: Writing Teaching, Narratuve Texts, Clustering

INTRODUCTION

Language is an essential instrument for effective communication. There are two types of communication (Choi & Nunan, 2018). Verbal and nonverbal communication include different methods of conveying information. Verbal communication may be expressed orally or in written form, while nonverbal communication includes signals and body language (Harmer, 2016). To transmit means to comprehend, acquire knowledge, contemplate, interact, and efficiently exchange a multitude of ideas, information, and emotions. It also facilitates the advancement of science, technology, and culture between the speaker and listener, or the writer and reader. The availability of communication methods enables people to transmit their messages, requiring them to possess a certain language, such as French, in order to converse with those who speak various languages. One of the languages English is the lingua franca and is the most universally spoken language worldwide. In addition to its role in fostering international interactions, English is also used as a means of assimilating and advancing cultural domains such as science, technology, economics, and more (Anderson & Anderson, 2014).

English speakers often lack proficiency in composing a written composition (Dawson & Essid, 2015). They are unable to apply English in written form (Adriati, 2013). They often have difficulties in organizing their thoughts, since they make errors stemming from their limited understanding of terminology, grammatical rules, and verb tenses (Annandale, Broz, & Bindon, 2013). In addition to that, pupils have many challenges in enhancing their writing proficiency (Shofiyah, 2015). They lack the ability to accurately identify or rectify errors in a sentence or paragraph, or they lack clarity in their ideas for writing (Dietsch, 2018). Furthermore, they are unable to articulate the appropriate words in order to form a coherent phrase or paragraph. Another issue is that, although having a concept, they are still perplexed about how to effectively cultivate it. Additionally, their ability to construct coherent paragraphs seems to be lacking. Writing texts may be plagued by several issues, including grammatical errors, lack of writing structure, inadequate substance, limited vocabulary, and spelling mistakes. In order to address this issue, it is necessary for teachers to use their creativity in using appropriate techniques when incorporating tale texts into their teaching methods (Nunan, 1991, 2014). There are several tactics and methods in the teaching and learning process that may successfully encourage students and teachers in English instruction (Brown, 2017).

During the author's observations at Nurul Huda Sukaraja Vocational School, it was seen that the English teacher did not use any unique approach in teaching the writing of tale texts. The student lacks comprehension of the structure and linguistic features of narrative writings, as well as the ability to compose them. Teachers use the outdated teaching method known as the Grammar Translation Method, whereby they just

provide the text and focus on detecting linguistic elements and the overall structure. Ultimately, the teacher provides the basic past tense formula to facilitate the student's writing of the tale text. However, this strategy caused them to get bored and find it challenging to comprehend the content throughout the teaching and learning process.

Because of the problems mentioned above, the author took a title from This "Thesis" " Teaching Writing Narrative Texts Using Clustering Techniques for Class X Students of Nurul Huda Sukaraja Vocational School." ''

METHOD

Methodology of Research This study is classified as experimental research that investigates the use of clustering methods in the instruction of narrative writing at Nurul Huda Sukaraja Vocational School. (Sugiyono, 2014, 2016), Experimental research focuses on treatment and outcomes (Sukardi, 2013; Suryabrata, 2015). This research can also involve two classes of 10th grade students, namely X Accounting and X Otkp at SMK Nurul Huda Sukaraja as the context in which the experiment was carried out. The two classes are handled by different English teachers but have similar educational backgrounds.

RESULTS AND DISCUSSION

1. Results of Pre-test and Post-test Scores in the Experimental Class

Table 1 displays the data on the frequency of students' scores in the pre-test and post-test of the experimental class.

Table 1 Frequency of pre-test scores in the experimental class

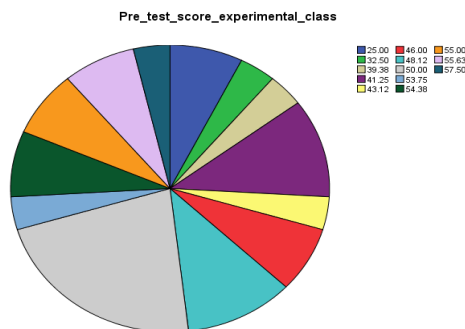|		Frequency	Percent	Valid percentage	Cumulative Percent
Legitimate	25	2	7.4	7.4	7.4
	32.5	1	3.7	3.7	11.1
	39.38	1	3.7	3.7	14.8
	41.25	3	11.1	11.1	25.9
	43.12	1	3.7	3.7	29.6
	46	2	7.4	7.4	37.0
	48.12	3	11.1	11.1	48.1
	50	6	22.2	22.2	70.4
	53,75	1	3.7	3.7	74.1
	54.38	2	7.4	7.4	81.5
	55	2	7.4	7.4	88.9
	55.63	2	7.4	7.4	96.3
	57.5	1	3.7	3.7	100.0
	Total	**27**	**100.0**	**100.0**	

Chart 1 Distribution of Pretest Scores in the Experimental Class

Referring to table 8 and graph 1, the experimental class pre-test score exhibits a mode of 50, a median of 50, a minimum score of 25, a maximum score of 57.5, and an average score of 46.9. The interpretation of student scores is shown in Table 9 as a distribution table.

Table 2 Distribution of Pre-test Scores in the Experimental Class

Score Intervals	Competency Level	Score	
		Frequency	Percentage (%)
91-100	Very good	0	0%
81-90	Very good	0	0%
71-80	Good	0	0%
61-70	Currently	0	0%
51-60	Enough	8	29.63%
41-50	Low	15	55.5%
0-40	Poor	4	14.81%
Total		27	100%

In the distribution table above, it was found that there were no students (0%) who obtained very good, very good, good and medium levels of competence, but there were 8 students (29.63%) who obtained a sufficient level of competence. , 15 students (55.5%) had a low level of competence, and 4 students (14.81%) had a low level of competence.

The study findings suggest that there were a total of 27 samples included in both the pre-test and post-test. The pre-test scores ranged from 32.50, but the post-test scores ranged from 26.87. The pre-test had a minimum score of 25, while the post-test had a minimum score of 55.63. The highest score achieved in the pre-test was 57.50, but in the post-test it reached 82.50. The cumulative scores in the pre-test amounted to 1266.38, while in the post-test they reached 1873.68. The mean score in the pre-test was 46.903, but in the post-test it was 69.3956. The pre-test had a standard deviation of 8.66416, whereas the post-test had a standard deviation of 1.73858. The pre-test exhibited a variance of 75.068, whereas the post-test had a variance of 81.612. The pre-test exhibited a skewness of -1.284, whereas the post-test showed a skewness of -215. The kurtosis value in the pre-test was 1.364, whereas in the post-test it increased to 1.800.

2. Results of Pre-test and Post-test Scores for Control Class

The descriptive statistics indicate that in the control class, none of the students (0%) were classified as having very good or poor competency levels. One student (4.2%) had good competency levels, while 6 students (25%) had medium competency levels. Additionally, 5 students (20.8%) had sufficient competency levels, and 12 students (50%) had low competency levels. Proficiency level.

Table 3. Distribution of Posttest Scores in the Control Class

Score Intervals	Competency Level	Score	
		Frequency	Percentage (%)
91-100	Very good	0	0%
81-90	Very good	0	0%
71-80	Good	1	4.2%
61-70	Currently	4	16.7%
51-60	Enough	15	62.5%
41-50	Low	4	16.7%
0-40	Poor	0	%
Total		27	100%

The descriptive statistics indicate that in the control class's pre-test criteria, there were no students (0%) who demonstrated very good or poor competency levels. One student (4.2%) showed good competency levels, while four students (16.7%) had moderate competency levels. The majority of students, 15 (62.5%), exhibited sufficient competency levels, and four students (16.7%) had low competency levels.

Furthermore, the table presents detailed statistical information for the pre-test and post-test in the control class. The statistics provided include details on the sample size, range, minimum score, maximum score, total, mean, standard deviation (SD), variance, skewness, and kurtosis.

3. Statistic analysis
a. Normality test

Table 18. Normality Test

	Kolmogorov- Smirnov [a]	Shapiro-Wilk

	Statistics	df	signature.	Statistics	df	signature.
Post-test scores- trial class	,185	27	,060	,866	27	,005
Post-test score control class	,145	24	,200 *	,883	24	.011

The statistical calculations indicate that the p-value of the Clustering Technique in the normalcy test is 0.06, which is higher than the significance threshold of 0.05. Consequently, the data distribution in the Clustering Technique adheres to a normal distribution. Furthermore, the p-value for writing without treatment is 0.2, which above the threshold of 0.05. Consequently, the data distribution remains normal even without any therapy.

b. Homogeneity Test

Table 19. Homogeneity of Variances

Score			
L Levene statistics	df1	df2	signature.
2,825	1	49	,099

According to table 19 of Levine's statistical computations using SPSS 16, a p-value of 0.099 was achieved. This number exceeds the mean absolute difference threshold (0.05). This indicates that the samples collected from both the experimental class and control class exhibit homogeneity.

c. Independent t-test

The independent t-test is a statistical method used to evaluate the disparity in averages between two groups (Arikunto, 2016). To determine whether there was a significant difference in writing skills, the author used an independent t-test to compare the post-test results of the control group with the experimental group. The output of SPSS 16 provides the results of the calculation:

Table 20. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.825	.099	5.954	49	.000	14.52431	2.43961	9.62172	19.42689
	Equal variance not assumed			5.984	48.939	.000	14.52431	2.42722	9.64646	19.40215

Referring to table 20, the computed t value is 5.954, which is more than the critical t value of 2.021. Additionally, the significance value (2-tailed) is 0.000, indicating a smaller value than the threshold for a significant difference of 0.05. Furthermore, the author's conclusion affirms the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho) in this study. Consequently, there exists a notable disparity in the instruction of writing while using the Clustering Technique in the experimental class.

4. Interpretation

From the facts provided, it can be deduced that the utilization of the Clustering Technique for instructing narrative writing has led to a significant improvement. Based on the t-can value obtained from SPSS 16, it is clear that the resultant t-value (5.954 and 5.984) exceeds the t-table value (2.021) at a significance level of $\alpha = 0.05$. The result was achieved by doing a two-sided test with degrees of freedom (df) equal to (n - 2) = (51-2) = 49. Therefore, the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is confirmed. The aim is to teach tenth-grade students at Nurul Huda Sukaraja Vocational School how to create narrative writings using the Clustering Technique.

In addition, according to Irawati (2019), the use of the Clustering Technique has the potential to enhance students' proficiency in composing narrative texts. Clustering strategies facilitate the creation of tales by students by providing a systematic and organized approach to structure and organization. Students possess the capability to delineate the fundamental elements of a narrative, including the place, issue, characters, and conclusion (Marzelia, 2014). Khalaf's previous research on the Effect of Using Clustering Techniques on Writing Ability provided support for this claim. The findings demonstrated that employing Clustering

Techniques in writing narrative texts significantly enhanced students' familiarity with story elements and heightened their awareness. The components of the narrative are interconnected (Fraenkel & Wallen, N, 2017; Madhulatha, 2017).

CONCLUSION

According to the data analysis presented in the previous chapter, the author's conclusion is that there is a disparity in the impact of teaching students using the Narrative Text Writing Technique with the Clustering Technique compared to students who do not employ the Clustering Technique when it comes to enhancing students' abilities in writing narrative texts. Class X pupils of SMK Nurul Huda Sukaraja has the skill to compose narrative writings. This is shown by the results of the Independent Sample t-test performed on the post-test scores of the experimental class and control class. The calculated t-values were 5.954 and 5.984, with a significance (two-tailed) value of 0.000. Thus, it is feasible for the t-value to surpass the critical t-value of 2.021, considering the degrees of freedom (n-2) = (51-2) = 49, and the two-tailed significance level (Sig) is less than the preset significance level ($\alpha = 0.05$). The Null Hypothesis has been refuted, and the Alternative Hypothesis (Ha) has been confirmed. There is a significant difference between students who are educated using the Write Narrative Text Clustering Technique and students who are guided using Write Narrative Text utilizing the Clustering Technique.

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