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THE USE CLUSTERING TECHNIQUE FOR TEACHING WRITING TO SENIOR HIGH SCHOOL Muslihatul Habibah 16.1.01.08.0004 ABSTRACT Writing is a form of communication to express the thinking or feeling through writing students able to deliver idea, and suggestion. Writing is a productive skill, which is the most difficult because there are a lot of aspects that should be mastered.

The fact is many students still have difficulties developing ideas, weakness in grammar and vocabulary. Referring to those the problems, teaching techniques needed in teaching and learning activity more interesting and easy to express idea. Unsuitable teaching techniques can influence student's interest in writing. One of the ways to help students able to develop ideas is by using clustering technique.

The aims of this study are to discuss the use clustering technique in teaching writing. Clustering technique is very effective to be used in teaching writing. This technique allows the students to generate their idea easily, group them correctly, and develop them into an organized paragraph. It helps students develop their idea before they writing. Besides, they also feel motivated in writing.

This article covers teaching writing, recount text, clustering technique and media for teaching. KEYWORD: Clustering Technique, Recount Text, Teaching Writing.

INTRODUCTION English as one of the subjects in schools has significant role since English is universal language which is generally utilized in correspondence by individuals in many nations in the word. The reason learning English is the understudies can impart in English both oral and composed structre.

It means the students ought to get familiar with the abilities, namely namely listening, speaking, reading, and writing. Writing is a process of transforming thoughts, idea, and feelings in to written form. Writing is one of the sptitudes that must be educated by senior high school students to produce written texts.

Writing includes something beyond delivering words and sentences. According to Brown (2001: 336), "Writing is indeed a thinking process". It means students need thinking an imagination from topic. There are some aspects in writing grammar, punctuation, spelling, organization and vocabulary, writing movement the students ought to have the option to join words and senteces gramatically into written text. Writing includes more than fair creating words and senteces.

In writing activity, the students should to be able to combine words and sentences grammatically into written text. Moreover, they must arrange sentences logically, and they have to make a draft before writing the completely text. The fact shows that many students still have difficulties developing ideas. They do not know what to write.

The condition becomes worse that most teachers not give activity which the students can practice to develop ideas. Oshima and Hogue (1997: 2), say that writing could be a dynamic action. That means when somebody something, he/she has been considering approximately what he/she is getting to say and how is planning to say it.

Many senior high schools' students lack understanding in their structure text only writing without using structures text. The teachers must have an extraordinary intrigued and procedures in composing exercises, in any case many teachers are not teach writing, but they fair test writing in their classes.

Based on experience, the students do not know how to start writing and they cannot organize their ideas in order to create a good story In order to solve the student's problems, the teachers are hoped to be able to discover the arrangement to improve students writing skill. The teachers can a use technique in teaching and learning process.

Media can be used for overcome students writing skills, using media can attract students thoughts, idea, feelings, concerns and interests, so as to facilitate the developing ideas minimize students writing and making teaching learning process

effective. There are many techniques that can be applied in teaching writing recount text in order to make students easier in creating it.

One of techniques that can be used relating to teach recount text using of clustering technique and this technique can support many sentences combing exercise or sequencing of sentences of the writing students. This article aims discuss and share ideas teaching writing through clustering technique to Senior High School student. This article covers teaching writing, recount text, clustering technique, media for teaching.

THORITICAL OF REVIEW Teaching Writing Writing is important aspect in learning a foreign language. Writing is a way to produce language that comes from our thought, have students to produce a text and they to write about what they think. According to Harmer (2001:250) writing is one of the beneficial skills which are closely bound up with the receptive skill work.

Writing skill can be written stories, letters, or other text types. Writing should be able to type in a arrangement of words and sentece in arrange to form sentece consistently, therefore the reader can possibly understand what the writer has in his/her mind or what his/her purpose is, it can be concluded that writing is an activity in order to express idea in the written form aspect to be easy to read. Writing needs some process of thinking. Writing is s skill which stimulates students' mind to think actively. Every activity has a purpose so do writing.

Someone who writes must know the purpose of what is written, so that the results of writing are good and that the reader can enjoy it. Nunan (2003:88), states the purpose of writing is "Express and Impress". In addition, the purpose writing based on Penny Ur (1996:163), "The purpose in writing, in principle, is the expression of ideas, the conveying of a message to the reader". The thoughts themselves should to ostensibly be seen as the pole imperative viewpoint of the writing.

When people write something, they must have a purpose that they want to share in their writing it is truly important to know because the writer can effortlessly decide and identify idea in writing. Writing as one productive skill needs a process. The process of writing using clustering technique has the same steps to the process of writing in general.

Harmer (2004: 4-6) states that process of writing is planning, drafting, editing, final draft. It means in teaching writing the teachers should focus on writing process to understand what the stages should be used in writing process. Teaching writing is several activities to teach student about writing, about how to express the ideas or feeling in writing

forms.

According to Brown (2000: 7), teaching is helping someone to learn to do something, and giving instructions, guided in learning something and giving instruction give information, cause toknow or get it. He states assist educate that directing and encouraging learning, enable the learner to memorize setting the concition for learning.

Teachers roles are also imperative in teaching writing. The role of teachers must be one of facilitator and coach, not a definitive direcior and referee. This facilitative role of the writing teachers has motivated investigate on the part of teacher as reaction to students' writing. As a facilitator, the teacher offers directiontion in making a difference student to lock in within the considering process of writing.

The essences of teaching are guiding and facilitator students to work. In relation to teacher's roles in the process of writing, Harmer (2001: 261-262) notices a few extra data almost teacher's role within the educating and learning handle composing. They are 1) motivation, 2) resource, 3) feedback. Teacher roles are also important in teaching writing.

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The characters of teaching are direction and are facilitator students work. Recount Text Types text of English there some that have to be mastered by the Senior High School students. One of the texts learned by students in this article is recount text.

Recount text is the text that retells about past events, usually in the order in which they happen Mark and Anderson (1997:48). It means a tells approximatelly something that happened within the past even chronogially could be a sort of recount text. Recount text retells about past occasion and utilize adverb of time, for case: when, one day, once upon a time, last holiday, before, after, and other.

The reason of recount text is to tell past experiences and events in a saver way. Any other the reason of recount text is to tell or amuse the reader or audience. From the reason implies that recount text isn't as it were retelling that past exercises that happened, but to inform the readers about some information that happen, for illustration retells about holiday, activities yesterday, experience about someone.

In good writing recount text, there are structures text that writer should know in order to make the text coherence each paragraph. According to Mark and Anderson (1997: 49) the schematic or generic structure of recount text consist of three parts: those are orientation, event, and reorientation. Orientation Orientation is the first paragraph which provides background information, the setting and introduces participants about the text.

It told the reader what happened, who was involved, where this event took place, and when it happened. Event This part tells what happened in quince. It gives more information about the story. The events can be told in chronological order and the writers focus on temporal sessions of events by telling what happen at the time.

Use conjunction or connective like first, next, then, finally. Reorientation Reorientation is a events conclusion of the end of the story. It contains the conclusion of the text that may include a personal comment. Reorientation generally refers to some of the information in the orientation paragraph. Apart from that the bland generic structures of recount text, moreover almost the language feature that utilized in recount text.

Because the text language features are an important part of writing text. Language features of recount text they are: Appropriate noun to identifying those involved in the text Five-detail grapic words almost what, where, who, when, how. Utilize of the past tense to retell somebody experience and course it used simple past tense, past continuous tense, past perfect tense and pas perfect continuous tense. Word that show order events.

Clustering Technique The clustering technique is used in pre-writing learning, in the pre-writing process, students develop their ideas first before they start to make paragraph which can be used to make students easy and interest in learning to write on a recount text.. Langan (2010: 22), states "Clustering also known as diagramming or mapping, is another strategy that can be used to generate material for paper.

This technique is helpful for people who like to do their thinking in a visual way. In clustering, students can use lines, boxes, arrows to make the relations among the idea from the students mind based on the topic". In the beginning students have to find out the main idea what they want to write.

Oshima and Houge (2000:8), stated that clustering is another conceptualizing action that the people can utilize the common thoughts. Clustering is effective apparatus in free composing to create the thoughts from. The purpose of clustering is to discover out the thoughts as numerous as conceivable. Making clustering, biginning with the most word in the middle of the paper then, write another wordand circle the core word.

Clustering is a technique creating and interfacing ideas visual. It is valuaable to see how different ideas relate to one creating subtopics. Writer employmentsit at the starting of a arranging paper to discover subtopic inside a theme to organize information. Clouse (2005: 24-26) stated step of clustering. They are: Write your main idea in the center of a sheet of paper and circle it. The picture underneath is the case of fundamental theme almost holiday.

It'll be the center of all ideas. Figure 1. MainTopic Write down ideas related to the topic, circle them, and interface them to the central circle. Write them quickly. More to another space, write a few more down, move to another clear, and fair keep move. Figure 2. Grouping Idea Write the ideas, example, fact, or other relating to each idea.

Rehash as you write and circle unused words and expressions, draw lines back to the last word, the central word, or the word that appears connected. Keep going with our topic. Then look at the completed cluster. If one of the posts is enough to start the draft, it can be clustered once more grow the branch and or can cross out the words, phrase that seem irrelevant, express that insignificant, appear start to force a few arrange by clustering and start to the first draft in writing. figure 3.

Finishing Example Clustering Example Clustering Technique Generic Structure Recount Text Figure 4. example clustering about generic structure Clustering Technique for Teaching Writing Clustering is a strategy that can be used to produce writing. This technique is usefull for the teachers who like to think visually.

In clustering techniques, the teacher can use lines, boxes, arrows, circles to show the relationship between ideas and detail that appear on them. The following steps in teaching writing recount using clustering technique: The first, teacher explain about recount text The second, teacher introduces the concept of clustering technique to the students. Then teachers give students a theme and inquire them to talk about the topic.

The teacher can write example of creating thoughts on the write board as a model. Put the most topic within the middle of the whiteboard, circle it, and taken after by related thought around the main topic connecting them by line or arrow. And teacher inquires students to write the first draft on plan of clustering technique test that have been made on the whiteboard.

After students as of now get it approximately clustering technique, teacher inquires them to form their own clustering of the topic to create an individually recount text referred to their issues in composing. After that students are individually asked to

choose one topic their own experience to make product write a recount text with the topic using clustering.

Giving students an assessment to check their ==ability in writing recount text== and to know their pissues in writing. In the last students collect product writing recount text. DISSCUSSION Based on the proven theory and previous researches, it is true that clustering technique can improve students writing skill, including those in the information of the problem.

Clustering technique is known as useful technique to help and guide students writing in generating their ideas a paragraph, especially in writing a recount text. Clustering technique that can be applied in writing a recount text. Students usually face when writing is they hardly get ideas to writer. Oshima and Hogue (2006: 4), suggested that using clustering technique helps to develop their ideas studens.

It means this technique ==encourages them to think== in English because it can stimulate them to deliver their ideas in written form. Clustering technique is the process pre-writing technique of which is suitable for generating ideas and starting write. The advantages of clustering technique to, Gorskin (2010) is to help ==students explore their ideas== in their writing activities.

It means students in clustering technique are free exploring their ideas, develop these ideas into sentences and paragraph. As quoted in Sosilawati (2012) that this technique helps writers to generate, develop, and arrange their idea. It can be said that clustering helps the leaners in developing their idea.

This is the reason why this technique motivates students writing activity that clustering provides them clear ==way to think about== their writing product deeply. Clustering technique for pre-writing. Inul (2014) finds that clustering gives a commitment in motivating students in writing activity. By applying this technique, the students feel that they are learning a genuinel language which is alively.

In his research, he also finds that this technique energizes the students to think inventively since they can gsther words and explain the subject. Clustering technique is simple to be connected by the teacher. The teacher can apply it without using a lot of teaching media. Media can use start from LCD, whiteboard, marker, paper.

CONCLUSION Writing is not just combining some words or sentence, but it has forms and rule but also must follow the steps to create writing that is easy to read by the reader. ==The role of the teacher is very important== because the teacher must make new

creation to develop student's idea and technique in the writing process. The teacher must innovate to teach them by providing a variety of interesting and teacher must facilitate media for teaching, so students can critically think.

One of those techniques is the using of clustering technique. Clustering technique is effective to apply in teaching writing. to help students explore their ideas in their writing activities Besides, clustering technique is a prewriting activity that help students generating and developing idea into writing form easily. It means that lustering helps students' product better writing producet.

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