AN UNDERGRADUATE THESIS

AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENT'S RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL

By:

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Students Number : 1701070197

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPERTMENT

STATE ISLAMIC INSTITUTE (IAIN) OF METRO

1445 H / 2024 M

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Presented as a Partial Fulfillment of the Requirement

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In English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title : AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENT'S RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR KAB. TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL

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Metro, 10 Juni 2024
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NOTIFICATION LETTER

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Appendix   : -
Matter   : **In order to hold the Munaqosyah of Restu Gusmiarti**

To,
The Honorable the Head of Tarbiyah and Teacher Training Faculty
of State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

      We have given guidance and enough improvement to research thesis script which is written by:

Name   : RESTU GUSMIARTI
Students Number   : 1701070197
Study Program   : English Education Depertment
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Title   : AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENT'S RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR KAB. TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL

      It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

The Head of English Education Department

Metro, 10 Juni 2024
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NOTA DINAS

Nomor   :
Lampiran : 1 (satu) Berkas
Perihal   : **Mohon Dimunaqosyahkan Skripsi Restu Gusmiarti**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-Tempat

Assalamu'alaikum Wr. Wb

       Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

Nama   : RESTU GUSMIARTI
NPM   : 1701070197
Jurusan   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul skripsi : AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENT'S RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR KAB. TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL

       Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan Tadris Bahasa Inggris

Dr. Much. Deiniatur, M.Pd.BI
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An undergraduate thesis entitled: AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENTS RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL, Written by Restu Gusmiarti, student number 1701070197, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 26ᵗ, 2024 at 10.00-12.00. a.m.

BOARD OF EXAMINERS:

Chairperson   : Syahreni Siregar, M.Hum   (............................)

Examiner I   : Dr. Aria Septi Anggaira, M.Pd   (............................)

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AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENT'S RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR KAB. TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL

ABSTRACT

By

Restu Gusmiarti

Writing ability also has things that are characteristics of writing ability as well. First, writing ability does not appear directly, but rather through a systematic process or stages. By using the clustering technique which is one of the techniques in pre-writing that can help students understand their ideas related to the topic. The type of research in this research is qualitative research, where data collection techniques use observation, interviews and documentation. This research was conducted in class X at SMK Muhammadiyah 1 Tumijajar Kab. Tulang Bawang Barat. The aim of this research is about students' ability to write recount text. In writing, the assessment of the results of the writer's analysis of students' writing skills in recount text refers to the following assessments, namely content, organization, vocabulary, grammar, mechanics. Where each value can be seen in the table above. Apart from that, from the results of research data analysis, the writer knows that the ability of students who generally write in text has weaknesses in writing recount text. Many students write texts based on their abilities. In analyzing data, the writer can find out students' abilities. Abilities in their texts. Students can write generic structures in text. The conclusion that can be drawn from this research is that there are still many techniques in learning that students are not aware of. In fact, this technique can help students make it easier for students to learn English.

Keywords: *Writing, Clustering Technique, Recount Text*

ANALISIS TEKNIK CLUSTERING PADA PENULISAN TEKS RECOUNT SISWA KELAS SEPULUH MUHAMMADIYAH 1 TUMIJAJAR KAB. SMK Tulang Bawang Barat

ABSTRAK

Oleh

Restu Gusmiarti

Kemampuan menulis juga mempunyai hal-hal yang merupakan ciri-ciri kemampuan menulis. Pertama, kemampuan menulis tidak muncul secara langsung, melainkan melalui proses atau tahapan yang sistematis. Dengan menggunakan teknik clustering yang merupakan salah satu teknik dalam pra-menulis yang dapat membantu siswa memahami ide-idenya terkait topik. Jenis penelitian dalam penelitian ini adalah penelitian kualitatif, dimana teknik pengumpulan datanya menggunakan observasi, wawancara dan dokumentasi. Penelitian ini dilakukan pada kelas X di SMK Muhammadiyah 1 Tumijajar Kab. Tulang Bawang Barat. Tujuan dari penelitian ini adalah tentang kemampuan siswa dalam menulis teks recount. Secara tertulis, penilaian hasil analisis penulis terhadap keterampilan menulis siswa dalam teks recount mengacu pada penilaian berikut yaitu isi, organisasi, kosa kata, tata bahasa, mekanik. Dimana masing-masing nilainya dapat dilihat pada tabel diatas. Selain itu, dari hasil analisis data penelitian, penulis mengetahui bahwa kemampuan siswa yang umumnya menulis teks mempunyai kelemahan dalam menulis teks recount. Banyak siswa menulis teks berdasarkan kemampuannya. Dalam menganalisis data, penulis dapat mengetahui kemampuan siswa. Kemampuan dalam teks mereka. Siswa dapat menulis struktur generik dalam teks. Kesimpulan yang dapat diambil dari penelitian ini adalah masih banyak teknik-teknik dalam pembelajaran yang belum diketahui oleh siswa. Faktanya, teknik ini dapat membantu siswa dalam mempermudah siswa dalam belajar bahasa Inggris.

Kata Kunci: *Menulis, Teknik Clustering, Teks Recount*

ORIGINALITY OF RESEARCH

I undersigned:

Name   : Restu Gusmiarti

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Declare that the thesis below as a whole is the result of my research except that certain parts are referenced from the source and mentioned in the bibliography.

Metro, 11 June 2024

RESTU GUSMIARTI
St. Number 1701070197

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ORISINALITAS PENELITIAN

Saya bertanda tangan dibawah ini:

Name : Restu Gusmiarti

NPM : 1701070197

Department : English Education

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Menyatakan bahwa skripsi dibawah ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 11 June 2024

RESTU GUSMIARTI
St. Number 1701070197

x

MOTTO

<div dir="rtl">

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَاۗ

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"Allah does not burden a person, except according to his ability"
(Q.S Al-Baqarah 2:286)

"There is no such thing as a shortcut to achieving success, so live it, face it and complete the process, until one day you will enjoy the results of all the hard work you have gone through"

DEDICATION

Praise be to Allah SWT and with all humility the writer dedicates this success to:

1. To my beloved parents, Mr. Teguh and Mrs. Suparni, thank you for caring for, educating, and providing support and encouragement both morally and materially so that the author was able to complete his studies to graduate school.

2. To my beloved sister, who is always willing to help and motivate me in carrying out this research.

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a thesis entitled "An Analysis Of Clustering Technique To Student's Recount Text Writing In The Tenth Grade Of Muhammadiyah 1 Tumijajar Kab. Tulang bawang Barat Vocational High School". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Dr. Much Deiniatur, M.Pd.B.I as the Head of English Education Study Program of IAIN Metro Lampung.

4. Syahreni Siregar, M.Hum, as the sponsor, thanks you so much for kindness and valuable knowledge and for your support in finishing this undergraduate proposal.

5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.

6. Headmaster, Teacher, Staff of the SMK Muhammadiyah 1 Tumijajar who gives permission to the researcher conduct the research in SMK Muhammadiyah 1 Tumijajar.

7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, 11 June 2024

Restu Gusmiarti
St.Number 1701070197

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BIOGRAPHY

CHAPTER I

INTRODUCTION

A. Background of Study

Learning a language is very important for students, including learning English, just like learning a language in their own country. Students must also master at least four Basic English skills, such as listening, speaking, reading, and writing. In this case, the writer will focus more on the students' writing ability. Writing is a means of communication in the form of writing. The ability to write is also one of the language skills that is considered the most complex, because it involves a person's various abilities differently learning something new. A person's ability to understand language when understanding speech and sentences is much influenced by culture, context and speech function, as well as by writing English texts, which are referred to as cognitive and linguistic abilities.

The ability to write also has things that characterize the ability to write as well. First, the ability to write does not appear directly, but through a systematic process or stage. These stages must be carried out in stages because if they are not carried out in accordance with the process, it will pose risks for people who learn these abilities. Second, writing skills can also be trained continuously, but usually this skill has a high risk of failure, as long as the person who trains his ability can face

that failure and does not give up to keep practicing, then that ability will gradually be mastered.

The ability to write requires a supporter to achieve good potential in writing, as we need seriousness, strong will, and a thirst for learning and continue to practice seriously. Thus, by studying seriously, someone can create writing skills that will encourage someone to be more active, creative, and innovative in writing. These things can happen, because to compose a written work, a person must have a number of components that he masters starting from simple things, such as choosing words, assembling sentences, to formulaic things such as compiling paragraphs.

In the curriculum, English materials are taught about texts that contain narratives, recounts, descriptions, story discussions, news headlines, and so on. One of the texts that must be studied by 10th grade high school students is recount text. Recount text is a text that tells a story or describes an action in the past and uses a simple written form in the past. This means that a recount is to retell something that happened in the past and to tell a sequence of past events. Recount is a type of writing that narrates events using chronological order. Narrative and counting are in some ways similar. Both tell something from the past, so retelling usually occurs with the latter form. How the narration and recalculation is done chronologically by using time or place.

Usually, the students do not understand the difference between narrative text and recounted text. What makes a narrative different is the structure in which it is built. The narrative uses conflicts between participants, both natural conflicts, social conflicts and psychological conflicts. On the other hand, we do not find this conflict in the recounted text. Recount uses events as its basic structure. In order to fulfill the content and purpose of writing recount text effectively, students are given some guidelines and procedures. The language features and generic structure formulate a good recount text work.

However, the way the teacher provides guidelines and procedures is not always successful in the teaching and learning process of writing. Students have some problems with understanding writing and recounting text. Many students do not understand how to start writing recounted texts, even though the writer's initial stage in writing is very decisive because it affects this. Therefore, students must reveal the beginning of the story as interesting as possible so that this story is interesting to read and easy to understand.

Several studies were applied to answer the question of why students still make a number of mistakes while students have been taught how to make good writing passages, especially recount texts. Methods and techniques of teaching English are thought to be one of the factors that mostly cause students to struggle with making a counting paragraph. Teachers generally ask students to write recounted texts without giving

them enough encouragement and appropriate techniques to develop their passion for writing. Considering this problem, there will be techniques that can effectively help students develop good writing of recount texts.

The clustering technique is assumed to be one of the techniques that can help students develop and organize their ideas so that they can produce a good calculation text that can be easily understood as expected. Clustering technique is one of the techniques in pre-writing that can help students understand their ideas related to the topic. In this technique, students are allowed to write many words related to the area of the topic. In this way, it is considered to help students develop these words into sentences that can be integrated into paragraphs; In conclusion, the clustering technique is claimed to be the answer to the question in helping students write and determine the ideas contained in the paragraphs of the recount text.[1]

Based on the explanation above, the writer wants to conduct research with the title: Analysis of clustering techniques in writing recount texts for class X students of SMK Muhammadiyah 1 Tumijajar.

The writer conducted a pre-survey for class X students of SMK Muhmmadyah 1 Tumijajar, and was conducted on August 6, 2022. Apart from that, students also showed difficulty in arranging English words to

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[1] Eka Yunita Widyawati and N. Trisanti, "Clustering Technique And Peer Assessment In Teaching Writing Recount Text To Junior High School Students", *Journal of English Language Teaching* , 6, No 1, 2017, 38.

compose a paragraph. The writer conducted research on 10 students. The technique used by the writer is to provide a main idea which later students will be asked to develop the main idea into a smaller idea and from the reduced idea students are asked to distinguish between developing it into a recount text, in writing a recount text there is a generic structure which includes parts, orientations, events, and reorientations. The writer also uses interview, observation, and documentation techniques to obtain pre-survey data. The writer gives two interview questions to students, which consist of what are the students' obstacles in writing recount texts and whether this clustering technique helps students in writing recount texts. After the writer did the pre-survey, the writer got the data that was taken through the above technique. The following is the value data obtained by the writer after conducting tests on grade 10 students at SMK Muhammadiyah 1 Tumijajar for the 2021/2022 academic year.

Table 1.1

The Score of Students' Writing Generic Structure Recount Text

No	Score	Total of Students	Percentage	Category
1.	70$\geq$	2	20%	Good
2.	70	3	30%	Fair
3.	$\leq$70	5	50%	Bad
		10	100%	

Source of: Score of Students' Writing Generic Structure Recount Text

Based on the pre-survey data table above, students who get good grades are 2 students or 20% of students who get enough scores, namely 3 students or 30%, and students who get fewer marks are 5 students, namely 50%. It can be concluded that the students' ability at writing generic recount text structure is still lacking. The writer also found an explanation of what happened to the students. Constraints in writing recounted texts were as follows: 1) lack of mastery of students' vocabulary which caused students not to recognize new words, 2) students who had difficulty in arranging words to form sentences, 3) lack of confidence in translating from Indonesian to English. Based on the results of interviews conducted by the writer with students, it is important for teachers to help students improve by writing or memorizing simple English words to help students introduce new words to students. Thus, students can be more confident in writing recounted texts and can distinguish the parts of the general structure of recounted texts. Hopefully, this research can be a study material that can help students in writing English. The writer conducted qualitative research entitled Analysis of Clustering Techniques for Writing Recount Texts for Class X Students of SMK Muhammadiyah 1 Tumijajar.

B. Research Question

The research problem is formulated as follows:

1. How the use of clustering technique in students writing recount text?

2. What the use of clustering technique made students easier to writing recount text?

3. How to overcome students' difficulties by applying clustering technique in writing recount text?

C. Objectives and benefit of the study

1. Learning objectives

   The writer's goals are as follows:

   a. To find out students' difficulties in determining how to write English recount text.

   b. To help students with problems in writing recount text.

   c. Provide solutions to overcome students' difficulties in determining direction in writing recount text, using clustering techniques.

2. Learning benefits

   The writer hopes that the results of this research will be useful for students, other writers and teachers in carrying out English language learning, as follows;

a. For Students

As it is known as a real phenomenon, it gives students a better understanding of the difficulties of writing from their writing ability. The qualitative research is expected to be useful for students so that they know how difficult it is for their writing mastery. Then they will realize their difficulties in their writing ability. After realizing their difficulties in writing mastery, it was hoped that students would react to improve their writing ability in writing mastery.

b. For Other Writers

As one of the guidelines and examples, because other writers can take lessons related to research about determining the title, essence, and conclusion of writing recount text.

c. For English Teachers

As one of the considerations for English teachers to improve writing skills and understand parts of students' recounted texts in learning, this research can facilitate English teachers to find alternative solutions in teaching English.

D. Previous Research

This research was conducted considering several previous researchers. The first study was conducted by Atika Husna who conducted research on the same topic, namely the use of clustering techniques on students' ability

to write recount texts with the title "Students' Difficulties In Writing Recount Text At Inclusion Classes".[2] This research was conducted at SMAN 87 Jakarta. The research subjects were conducted in class X SMAN 87 Jakarta. The object of this research is the influence of the use of clustering techniques in writing students' recount texts. Ade Tiara research design is quasi-experimental. The population of this study was all students of class X SMAN 87 Jakarta, with class X Mia 2 as the experimental class and class X Mia 1 as the control class, each class consisting of 20 students. To analyze the data, the researcher uses the average pre-test and post-test. The results of data analysis calculations show that the post-test score is 2.92, while the pre-test value is 2.02, which means that learning to write recount texts can be taught using clustering techniques and can help students.

In addition, the second preliminary research was conducted by Nurliah with her research title, "Application of clustering techniques to improve students' writing skills".[3] This research was conducted at SMPN 11 Maros Baru. The research subjects were conducted in grade 8. The purpose of this study was to find out whether the clustering technique could develop students' writing skills. Nurliah writing design was pre-experimental with 30 students. The research sample was taken from VIII grade students. To analyze the data, the researcher uses the average pre-test and post-test. The

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[2] Atikasari Husna and Akhmad Multazim. "Students' Difficulties in Writing Recount Text at Inclusion Classes*", Let: Linguistics, Literature And English Teaching Journal,* 9, No. 1, (2019).

[3] Lia Aris Tantya and Syaifudin Latif Dermawan, "The Influence of Using Think Pair Share and Pairs Check Tehnique Toward Students' Writing Ability in Recount Text at The Students of Smp N 2 Pekalongan Academic Year 2013/2014*". Premise Journal* 3 no. 2, (october 2014).

results of data analysis calculations show that the pretest average for content is 74.1, which is greater than the average posttest result of 69.1, while the average pretest vocabulary score is 72.1, which is lower than the posttest average. of 76.3, so the conclusion from the results of the data analysis above can be concluded that writing in terms of content and vocabulary using clustering techniques is a fairly effective method in improving students' writing skills.

Furthermore, this study has similarities and differences with researcher Atika Husna. The equation is the use of clustering techniques to improve students' writing skills. In addition, the differences associated with this study are related to differences at different levels of education. Previous research aimed to see how effective the use of clustering techniques was to help students write recount texts, while Lia Aris Tantya researchers used clustering techniques to improve written content and students' vocabulary using clustering techniques.

This study has similarities and differences with research conducted by Pristiwi Kusuma Wardani, et al. The similarity is found in the topic of using clustering techniques to help students write recount texts. The difference is related to the level of education. The writer conducted research in class X SMK Muhammadiyah 1 Tumijajar, while the research by Pristiwi Kusuma Wardani, et al. was implemented at SMPN 8 Pontianak. In addition, researchers will analyze the use of clustering techniques in helping students write recount texts, while Pristiwi Kusuma

Wardani, et al conducted research that aims to teach writing recount texts using clustering techniques.

Based on the research above, it can be concluded that all previous studies have similarities with the research that was conducted by the writer, namely the use of clustering techniques to assist students in writing. However, the type of text taught is different from before research, where previous researchers asked whether using the influence of the clustering technique can help students to improve their writing skills. Meanwhile, the writer wants to analyze whether using clustering techniques can help students in writing recount texts. In addition, what distinguishes the second previous research from the research conducted by the writer is the level of education. The second preliminary research was conducted in class VIII using objective tests and instruments. While this study will use a spider web type clustering technique to generate ideas and then write down the ideas that have been solved to become recount texts by carrying out classroom action research.

CHAPTER II

TEORETICAL REVIEW

This study aims to improve students' ability at clustering techniques in writing and determining the parts of recounted text. The ability of students in the parts of the teaching process. The ability of students must be improved so that the condition of the teaching and learning process of students using clustering techniques, especially in writing and understanding recounted texts, becomes better. Here the writer will give some theories about how to write and determine the parts of recount text, and clustering techniques.

A. Writing Skill

1. Definition Writing

Writing is a method of communication that is used to discuss ideas, knowledge, and information with others. Students can learn about their own understanding of how to communicate with audiences in order to deliver messages to them by using writing as a tactic.[4]

Writing is regarded as a form of indirect communication between the writer and his audience, with serious consideration to ensure understanding. This means that writing takes significant thinking so that readers may understand the message, idea, or information intended by the writer even while they are not staring right at each other. Students use

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[4] Lia Aris Tantya and Syaifudin Latif Dermawan, "The Influence of Using Think Pair Share and Pairs Check Tehnique Toward Students' Writing Ability in Recount Text at The Students of Smp N 2 Pekalongan Academic Year 2013/2014". *Premise Journal* 3 no. 2, (october 2014), 15.

these competencies to be become fluent in several languages. To improve their writing skills, students might create texts based on the concepts they have in mind. As a reason, this study defines writing ability as the level of comprehension attained by students when writing on their own. Many pupils still find it difficult to write great essays. states that one of the hardest skills to learn is writing since there are so many factors that students must take into account.[5]

Sutarno contends that writing is an activity that cannot be done in alone. Language ability, consciousness, the selection of appropriate media, and reader division are all factors that are directly associated to writing activities.[6]

According to Harmer, writing has always been covered in curricula for English learning. As one of the four language skills, writing is always covered in most English classes. One explanation for this is because more people, one explanation for this is that an increasing number of students need to learn how to write by studying English as a career or academic objective, particularly English majors who need to compose and prepare for final academic assignments. Writing abilities are thus vitally crucial in

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[5] Astiti, N. T. K. K, Marhaeni, A.A.I.N, and Suputra, P.E.D, "The Effect of Thematic Patterning Technique on Students' Writing Competency of Tenth Grade Students at Sman 4 Singaraja", *English Language Education, Ganesha University Of Education, Bali, Indonesia,* 8, no 1, (2020), 35.

[6] Desti Anggrainy, Henny Sanulita, and Agus Wartiningsih, "Peningkatan Kemampuan Menulis Teks Cerita Ulang Menggunakan Metode Jigsaw Ii Pada Siswa Kelas Xi*", Program Studi Pendidikan Bahasa Dan Sastra Indonesia Fkip Untan, Pontianak,* 5, no 10, (2016), 2.

terms of student needs.[7] Harmer, writing is a technique for writers to create language and expressing their own ideas, feelings, and opinions. As a way, writing is a skill that relies on learning language and also calls for intellectual or expressive ability.[8] It is expressly stated that writing is a process that means thinking about how to consider and present ideas in writing skills. Nunan.[9]

According to Rivers, writing is the sequential expression of real ideas or the transmission of information. Writing is a process of thinking, according to Brown. Also, it demonstrates that before publication, posts can be arranged and presented with many modifications. Elbow in Brown says that writing is a two-level process and also. The first step is to understand the importance, and the next is to impart this understanding though language.[10] Writing expresses our ideas. That is so that creative cycle can reflect what is still there in the mind. Students who are afraid to write things down often lack the language abilities. When they begin looking for specific motivations to write and present written sentences, the students find it challenging. Urquhart and McIver, and in addition to Harmer, present just another importance of writing skills. Writing, as

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[7] Yanuarti Apsari, "Reflective Reading Journal in Teaching Writing". *Indonesian Efl Journal,* 4, no 2, (july 2018), 40.

[8] Atikasari Husna and Akhmad Multazim. "Students' Difficulties in Writing Recount Text at Inclusion Classes", *Let: Linguistics, Literature And English Teaching Journal,* 9, No. 1, (2019), 52.

[9] Ivan Susanto Salawazo, Putri Niman Maharani Ndruru, Rika Debora Florentina Saragih, and Nataria Br Tampubolon, "Analysis of Student's Difficulties in Writing Recount Text", *Journal.Unublitar.* 4 No 1, (january 2020),10.

[10] Yaumil Fadhila and Sitti Fatimah, "Using Idea Listing Technique (Ilt) In Teaching Writing Recount Text To Junior High School Students", *Journal Of English Language Teaching,* 9 no. 1, (2020), 280.

according Urquhart and McIver, is a process, meaning that students review the entire process, occasionally transitioning between the stated stages. At that level, students must know production and disclosure systems, and teachers must help students make content and identify it purpose. However, it is stated that all kinds of writing are characterized by readers, causes, and events, and that writer it is viable meets both writer objectives and the needs of the reader.[11]

Tarigan says writing is really a kind of indirect communication. Where a writers can write or improve on his understanding of a topic, problem, or information that the writer wants to impart. Also, writing can explain, direct, educate, discuss, guide, and inform a reader. to arrange the writer's ideas or concepts it in to a structured way or structure on paper. Students need write a cohesive text, according Arianto, Refnaldi, and Rosa, in other for the writer's intended meaning to be understood by a reader. In other for their ideas to be read and understood as they're written, students must be successful at expressing ideas on paper. Literacy and grammar are needed, especially for formal events or academic purposes.[12]

Based on the definition given above, it can be stated that writing is a productive process that, to certain level, needs first seeking out and finding ideas, feelings, or opinions first forming them in written form. Second,

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[11] Ratna Sari Dewi and Vira Ayunisa. "The Effect of Using Clustering Technique On Students' Achievement in Writing Descriptive Text," *English Teaching and Linguistics Journal (ETLiJ),* 1. no.2, (2020),2.

[12] Yaumil Fadhila and Sitti Fatimah, "Using Idea Listing Technique (Ilt) in Teaching Writing Recount Text to Junior High School Students", *Journal Of English Language Teaching,* 9 No. 1, 2020, 278.

analyze each writing for grammar and sentence errors. Text that readers may understand and find effective what it writing is composed of.

Nation provides a different meaning of writing, saying that it is a productive activity that may be valued for jobs requiring a mixture of listening, speaking, and writing abilities. Using good planning, it could be possible to use words that were used effectively to good advantage. It suggests that mastering several languages can help writer.[13] Academic achievement or implementation (academy), which relate what is meant by the results of implementation which show the level to which a person has achieved an explicit goal which presents as the focus point of training in instructional conditions, especially in schools, colleges, and universities (Meares and Franklin).

The value of students' writing is reflected in the writing achievement. Writing skill has a value that students must pass and that is written in writing by the teacher. A comprehensive writing test that is rated is used to estimate writing (Shell, Duane F.; Murphy, Carolyn C.; Bruning, Roger H.) The results of a student's writing ability after being evaluated are called to as writing accomplishment. The term in writing has a number of meanings. Many experts have proposed the explanation and definition of writing.[14]

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[13] Ratna Sari Dewi and Vira Ayunisa. "The Effect of Using Clustering Technique On Students' Achievement in Writing Descriptive Text," *English Teaching and Linguistics Journal (ETLiJ),* 1. no.2, (2020),3.

[14] Ibid., 4.

2. The Process of Writing

According to Harmer, there are four basic processes in the writing process: planning, drafting, editing (reflection and revision), and the final product.[15]

a. Planning

It is better to try to structure our topic before we write it. A topic must be chosen by the writer. They must first decide on the writing's targeted users, the language to be used, and the best information sources. Second, the writer will analyze how his writing will affect his readers, based on both the language used and the topic. Third, writers should think about content's structure by prioritizing the facts, ideas, or arguments they plan to present.

b. draw

The writers will write an article as a draft after planning. To make it easier for the readers, writers will write their writing concepts in preparation, such as topics, themes, thesis statements, and control ideas.

c. Editing (reflecting and revising)

Writers must read the drafts after they have written it. Detecting writing errors is important. Revision and reflection are effectively achieved with the assistance of other readers and receive suggestions.

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[15] Atikasari Husna and Akhmad Multazim. "Students' Difficulties in Writing Recount Text at Inclusion Classes", *Let: Linguistics, Literature And English Teaching Journal,* 9, No. 1 (2019), 54.

The writer then can make any needed edits to the writing with use of other readers' views.[16]

d. Final version

Once writer has finished editing their draft, they will produce their final version and the necessary edits for their readers. Because of modifications made throughout the editing process, this reads considerably different from the initial plan and the first draft. But, writers are ready to present writing to their audience.

3. Writing Ability

There are basic skills for learning English for students that are taught in every school in Indonesia. That is reading, listening, speaking and writing. Each skill that is taught to students has certain abilities that students must achieve. Writing skills are one of a person's activities to express ideas, thoughts, expressions, and feelings expressed in his writing to communicate with his readers.

4. Types of Writing

The kinds of writing are in the five types of narration: description, explanation, recount, and letter writing. Many students have learned the basics of writing using one of these methods, but it is still often found that

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[16] Ibid., 55.

the student still does a lot of mixed work on his writing. Here are the types of writing:[17]

a. Narration

Narrative describes "what occurred." It presents a story. It is the kind of writing that is found in biographies, books, and short stories. Typically, portrayal follows after a time request.

b. Description

The description is used to describe both an inanimate and a living object, such as shape, size, color, etc.

c. Exposition

An essay that explains something is an exposition. Answer "what", how, and why questions regularly. The presentation and max understanding of a thought are the motivation purposes. Some might tell that the work is consistent in its demands. This suggests that the passages are clearly written so the reader can understand the writer's work. The writer directs the reader in responding to a difficult request , starting with one thought and then moving on to the next.

d. Recount

Tell stories from historical events to educate or engage. Phenomena are typically organized in a worldly succession. Biographies, memoirs, journals, personal letters, police reports, sports reports, common sites where it could be found or first stated, etc.

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[17] Ratna Sari Dewi and Vira Ayunisa. "The Effect of Using Clustering Technique On Students' Achievement in Writing Descriptive Text," *English Teaching and Linguistics Journal (ETLiJ),* 1. no.2, (2020), 9.

e. Letter writing

There are basically three main letter kinds: formal letters, business letters, as personal letters. The formal letter, that is written in the third person and frequently used request presence at big dinner, performances, or other events.[18]

Above are the types of writing types and their explanations, in connection with the research that the writer is currently researching. It is about recounting text so that the author will explain more about the recount text, as follows.

B. Recount Text

1. Definition of Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they occurred and/or retells someone else about something that has happened and orders words to retell a real past activity, experiment or event. Recount text is a type of text that can simply be defined as a text made with the aim of informing about past activities Pardiyono.[19] In short, recount text is a text that tells others about something that has happened and, in other words, retells activities, experiments or real events in the past. Recount is a type of genre that has a social function to retell events with the aim of

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[18] Ibid., 10.

[19] L. M. Melalolin, N. M. S. A. Hartini, and N. W. S. Mahayanti, "Peningkatan Keterampilan Menulis Recount Text Melalui Pendekatan Genre Based", *Iji*, 1 No. 1, (juni 2020), 38.

informing or entertaining Syaiful Azhar.[20] In short, recount text is a text that aims to inform and entertain the reader, tell about what happened in the past, and tell about experiences that have been experienced by the writer.

According to Sudarwati and Grace, recount text is a text to tell something that happened in the past. The purpose of a recount is to give and tell the reader and listeners what occurred in a series of events and where or when it happened. They might know about recounting the text and be able to retell their experiences or events in the correct form. The demand for being accurate in telling the recount, especially for making the learners able to tell their experiences or events, need to know the language features of recount itself.[21]

Writings using recounting are not complex texts. Recount text is a simple text, as expressed by Megan Watkins and Peter Knapp. Recount texts, in contrast hand, are part of the texts whose genre also includes an orientation, event, and reorientation-based generic structure.[22]According to Gerot and Wignel the general structure of recount text is orientation, event and reorientation. Orientation

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[20] Nurkholila Simatupang and Fitriadi Lubis, "Students' Reading Recount Text Mastery ",*English Education English Journal For Teaching And Learning,*08 No.02 (december 2020), 158.
    [21] Yaumil Fadhila and Sitti Fatimah, "Using Idea Listing Technique (Ilt) in Teaching Writing Recount Text to Junior High School Students", *Journal Of English Language Teaching,* 9 no. 1 (2020), 279.
    [22] Atikasari Husna and Akhmad Multazim. "Students' Difficulties in Writing Recount Text at Inclusion Classes", *Let: Linguistics, Literature And English Teaching Journal*, 9, no. 1(2019), 55.

introduces the setting and participants. Tells what events have occurred in sequence. [23]

Text that retells a story, activity, or action to the reader is known to as a recount text. Recount writings are texts that recount an earlier event or meeting in a style that may interest or educate the reader, according to British Course. This type of information can be used not only in education setting but also in other media produced or using electronic media, in addition to others a social used, for example, in journals, blogs, letters, life stories, travel books, police reports, sports journals, etc..[24]

So, the conclusion that can be drawn from the definition according to the experts above is a text where the text can be categorized as text that can be used. In the context of communication, sometimes we want to inform others about the activities we have done before. These can range from other personal, family or other social activities or experiences. This way of describing past events is known as recounting.

2. Types Recount Text

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[23] Allieni Harris, Mohd. Ansyar, and Desmawati Radjab, "An Analysis of Students' Difficulties in Writing Recount Text at Tenth Grade Of Sma N 1 Sungai Limau*", Journal English Language Teaching (Elt)*, 2, no. 1 (november 2014), 56.

[24] Ratna Sari Dewi and Vira Ayunisa. "The Effect of Using Clustering Technique On Students' Achievement in Writing Descriptive Text," *English Teaching and Linguistics Journal (ETLiJ),* 1. no.2, (2020), 18

The types of recount text are as described by the experts above: Crowds and reason can display a variety of relations with different degrees of speech and substance, according to Barwick.[25]

a. Personal Recount

It can also be described as a person who is connected to the writer or speaker or who recalls an experience they had. It but its and emotional commentary, and the story itself also includes what else, so it may pass for just an oral story, a letter, or a section of a journal. The person pronouns I and we can also be utilized in written in the first persons. The complex of who, what, when, where, and occasionally why can be mixed, but the sequence in which they are presented may varies.

b. Factual Recount Text

A factual recount text focuses on observing the calculated of events and finding their essence. It can be presented as a recorded relationship, scientific investigation, traffic or sport report, or in a movie, on television, or on video. At this time, explain to students, including in detail about new themes, using print materials and creative assets. Adjusting the specific language, the nuance of time, place, and way. Moreover, retelling with the right reason and legitimacy help the reader in precisely imagining what occurs. The

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[25] Ibid., 18.

emphasis is on the use of evaluative language (important, criticality, influence, achievement), underlined evaluation language, and language suggesting time groupings (before moving, while, after a number) (awesome, triumphant impact, achievement).

c. Imaginative recount text

Text is a creative account of a work of art or a tale that is related to and set up in a rational way. The emotional response of the storyteller to the events emphasizes the character's progress. The who, what, when, and where remain relevant regardless of how the details are grouped. Usually, the main writer of the an abstract relationship can use the pronouns I or us to make a connection with the reader or audience.[26]

d. Procedural Recalculation

Procedure recalculation records, either in writing or verbally of later phases planned to produce a result. It is generated after the system is complete. Data books, TV, movies, and journals that explain how things are made often include procedural explanations. The use of time conjunctions, choosing the appropriate language for the subject, and proper successional requests are stressed. The steps are usually illustrated using pictures and illustrations.

e. Critical Calculation

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[26] Ibid., 19.

A critical recount takes a look at an issue and comment and assesses a further negative, positive angle. Selected subtleties are included to suit the debate, but with respect to these, they may not be sequenced.

Above are the types of recount text according to the experts and their explanations.

3. Generic Structures of Recount Text

Writing recount text is about writing an event in the past which is usually presented according to the order in which it happened. To build a recount text, a generic structure is needed so that the purpose of writing a recount text is achieved and becomes a complete recount text. There are three standard structures in the recount text.

a. Orientation

When writing a recount text, the orientation gives the reader with background information such as "who, when, and where." The writer first presented the characters in the story in this section in the first paragraph. While the story's setting for place and time aims to help the reader understands the details of the entire narrative.[27]

Orientation also refers to the part of the text that refers to the setting or introduction. The part of the text that is included in the

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[27] Rayendriani Fahmei Lubis, "Simple Past Tense in Recount Text", *English Education Journal: English Journal For Teaching And Learning,* 1, no. 1, (july 2014), 35.

orientation will lead the reader to make a guess about the form of reading and also what content the reader will read. For example, the expression dear sir or madam tells the reader that the text they are going to read is in the form of a letter. Meanwhile, the phrase once, once upon a time, in older times (once, it is said, ancient times) tells the reader that the text he is reading is a fairy tale. So, as is known, orientation can also be understood as a part of the text that gives the background to the story or the beginning of the story.

By reading the previous explanation, it is certain that orientation is the begin or an introduction to the characters, place, and time. The reader might use this section as a reader orientation guide. The reader has access to the text's or story's contents.

b. Sequence of Events

The Sequence of Events is a collection of events that are organized chronologically in a sequential manner. When, next, then, and other words that are simple for readers to place in their proper order are frequently used with writers.

The conclusion of an event refers to the phenomenon that occurs, which refers to the subject of a phenomenon or activity, according to Pardiyono. An event is a recording of an activity or an event that existed in the past that is told based on the chronology of the incident..[28]

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[28] Ibid., 36.

c. Re-orientation

The last is re-orientation, which is a component of the recount text's structure and involves decisions or statements that bring the text's events to a close. According to Pardiyono, ri-orientation includes a brief summary of the events recorded by Linda Gerot and Peter Wignell. It's not always important to reorient when writing or recounting text. Because usually, in every writing of a text, no matter how many paragraphs are written, there must still be an opening paragraph, a body paragraph, and a closing paragraph. These parts are the parts that must always be present in making a written work. However, the recount text itself has three generic structures that make it easy to identify as the recount text.

4. **The Language Features of Recount text**

As we know that a recount text has linguistic characteristics or, English terms, it is a language feature. This statement is supported by Saragih, Silalahi & Pardede, they state that the language features in recount text are the use of nouns and pronouns to identify such as animals, people and things, the use of past action verbs refers to events, the use of simple past tense to place events in relation to the time of experience, use conjunctions and conjunctions of time to create

a sequence of events, use adverb and adverb phrases to indicate place and time, and use adjectives to describe nouns.[29]

The following are included in the language features recon text:

a. Using the Simple Past Tense

b. Recount subjects tend to focus on individuals or groups

c. Words that indicate the order of occurrence of a chronological connection: "then, first, after, before, etc."

d. Using connecting verbs: "was, was, saw, heard, etc."

e. Use action verbs: "look, go, change, etc."

f. Use action and state verbs such as adverbs of place and adverb of time.

C. Clustering Technique

1. Definition Clustering Technique

The clustering method is one that can be used to the teaching of writing. A Diagrams and mapping are other names for clustering techniques. Gabrielle Luser Rico, a professor of English and creativity at the University of San Jose in California, created this technique in the 1980s. According to Caswell and Mahler, there's many two reasons that why clustering is appealing. It's a way for organizing ideas from a brainstorming list into branches that each stand in for a distinct paragraph. Second, because it's visual, it appeals to a specific learning

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[29] Atikasari Husna and Akhmad Multazim. "Students' Difficulties in Writing Recount Text at Inclusion Classes", *Let: Linguistics, Literature and English Teaching Journal,* 9, no. 1(2019), 56.

type. Gufron says that the "Clustering technique is a strategy for dividing many related ones" concept and writing it down on blank paper without analyzing the veracity or value of the idea itself.[30]

Clustering technique is a technique to divide some related ideas and write them down in a blank paper without evaluating the truth or value of the ideas themselves. Then, the students write some sentences or paragraphs using the words or phrases they made before. Through clustering technique. The students have the opportunity to make a plan to organize their ideas and the vocabulary they want to write through a cluster. Therefore, they can easily organize the ideas; Write them into sentences in good order.[31]

Rico also claims that clustering is a kind of technique in brainstorming which benefits greatly from the right brain (which she called, Design mind‟), the part of the brain in which non-linear pattern and for image production occur (Folit, Likewise, Pica, as cited by Baroudy,) defines clustering as a "non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible".

Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or phrase in

[30] Ratna Sari Dewi and Vira Ayunisa. "The Effect of Using Clustering Technique On Students' Achievement in Writing Descriptive Text," *English Teaching and Linguistics Journal (ETLiJ),* 1. no.2, (2020), 42.

[31] M. Ali Ghufron, *"The Implementation of Clustering Technique to Improve Students' Writing Skill in Descriptive Text of the Eighth Graders of Mts Darul Ulum Purwoasri Sukosewu Bojonegoro in the Academic Year of 2012/2013," Jurnal Edutama,* 1, no 1 (January 2014), 9.

the center of a blank sheet and circling it. Next, it continues by immediately writing down related words or phrases which come into mind, circling each of them, and making a line which connects each to the main, initial circle or, bubble" just like "spokes in a wheel"[32]

According Hoshima and Hogue, prewriting techniques like clustering can be used to come up with new concepts. With their limited vocabulary and grammar, students usually struggle to develop their ideas in writing. This strategy is intended to solve this problem. It has an influence on writing quality. For students in particular, the clustering technique's shape is simple to understand and can provide a new writing approach. When cluster, it's usually best to start by center your topic in a circle on your writing. A smaller circle should be drawn around the circle for any related ideas. Each tiny circle's thoughts can result in more related things.[33]

The clustering technique is one of the learning strategies that education (teachers/students) can chose. The writer of "How to Choose Which Thoughts Intertwine by Getting Them Down On A Piece Of Paper As Quickly As Possible Without Regard To The Truth Or Value Of Those Thoughts," Gabriel Rico Porter, devised this technique. That is, a thought process that is organized on paper is remarkably similar to

[32] Wiwik Yully Widyawati, "The Use of Clustering Technique For Improving Writing Description Text of the Third Semester Students of Unindra," *Jurnal Kredo,* 1, no 2 (2018), 137.
[33] Meisuri and Sri Wahyuni, "The Influence of Using Clustering Technique Towards Students' Exposition Paragraph Writing Ability at The Second Semester of the Tenth Grade of MAN 1 Tanggamus in 2015/2016 Academic Year*," English Education: Jurnal Tadris Bahasa Inggris,* 9, no 1, (2016), 149.

the thought technique that takes place in the brain, although in a streamlined fashion. Porter continues by stating that all types of writing including reports, essays, proposals, news texts, and stories can use this method in teaching. In other words, learning to write recount texts is a great fit for this clustering technique. Based on the explanation above, it can be concluded that the definition of clustering technique is a student-centered learning technique by clustering words onto paper as soon as possible to stimulate ideas in students' minds in actual writing activities.[34]

2. The Function of Clustering Technique

Rico says that the clustering function is as follows:

a. Clustering is a similar process to free association. Before true ordering occurs, grouping will assist students in locating and generating ideas they will find after finding structure and restructuring.

b. Grouping focuses on creativity and enables us to clear our minds.

c. Clustering reduces worry about what to save and write down.

d. Clustering generates specific associations for every person.

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[34] Sri Listiana Izar, and Oktavia Lestari Pasaribu, "Pengaruh Teknik Pengelompokan (Clustering) Terhadap Kemampuan Menulis Teks Berita Oleh Mahasiswa Semester Iii Program Studi Pendidikan Bahasa Dan Sastra Indonesia Tahun Pembelajaran 2017/2018", *Basastra: jurnal kajian bahasa dan sastra indonesia,* 7, no. 4 (2018), 297.

e. Clustering is a technique for organizing ideas around a variety of inputs, generating a focus, and allowing an overall structure to develop even when all the details are not yet visible.[35]

3. Types of Clustering Techniques

The basic idea of the grouping technique is basically the same, although other researchers note that its structure is slightly different. According Gaunt, brainstorming and concepts like spider webs are example of clustering techniques:

a. Spider webs

Cobwebs, also know as semantic mapping, is a technique for writing unorganized notions on paper. A spider web graphic is used to denote a topic, word, idea, task, or other object. The word or idea at the center is surround by everything that follows. According to Burns and Rose in Warni, semantic weaving is a technique used to alter how categories seem visually. The main topic of mind mapping is these words and concepts, and the things related to them are linked to the main concept. Most any topic can be explored using mind map techniques.

According to Gaunt, there are techniques for displaying the connections between concepts across all fields, such as spider webs or semantic mappings. When specifically teaching vocabulary, it

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[35] Wiwik Yully Widyawati, "The Use of Clustering Technique For Improving Writing Description Text of the Third Semester Students of Unindra," *Jurnal Kredo,* 1, no 2 (2018), 20.

can be used by students as a technique to identify relationships between vocabulary words. Semantic mapping is a very effective teaching tool for teachers because it builds on knowledge base and is an instance of active learning.

b. Brainstorming

The technique of brainstorming is utilized to gather a variety of ideas. The concepts developed aim to solve a particular problem. Several different methods of brainstorming have been used.

However, it usually involves a group of individuals work together to come up with an answer to a specific problem. White and Arndt say that brainstorming is a popular term and a complete for exploring ideas. The idea might be great for actual content or as a technique to organize content.

For the purpose of developing ideas for both academic and business activities, brainstorming is becoming a very popular technique. The group process used in for brainstorming has several benefits, including developing stronger relations between participants and fellow team members. The highly developed brainstorming models that have been and are being created are designed to improve the productivity of the idea generation process even more.[36]

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[36] Ibid., 21.

Without regard to the cluster technique and the two types stated above, students can utilize these techniques to motivate and provide other students ideas for how to effectively learn English vocabulary. It is hoped that by using this strategy, students will be inspired to continue improving their writing abilities by increasing their vocabulary. Moreover, the writer in this example uses a clustering technique to benefit students in writing greater recount texts. Students can motivate and given other students ideas on how to effectively learn English language by using the clustering technique and the two types mentioned above. It is hoped that by using this technique, students will be motivated to continue improving their writing through increasing their vocabulary understanding in English. And in this case, the writer uses techniques to help students in refining in recount text writing.

4. Steps to Use Clustering Learning Techniques

This technique will work well if done in the right way. The stages of its use are as follows, according to Porter:

a. Seeing and making connections between ideas.

b. Develop the ideas that have been put forward.

c. Tracing the path of thought taken by the brain in order to reach a concept.

d. Work naturally with ideas without editing or deliberation.

e. Visualize special things and recall them easily.

f. Experiencing a strong urge to write.

It is plain from the processes listed above that this clustering technique involves several steps. The follows is how the above steps are described:[37]

a. The first step is to see and make connections between ideas. In this step, the teacher helps students to find words related to learning, and then gives students the opportunity to write the words they find onto blank paper, for example, "sky", and then circle it, and then students look for more words related to the word. The "sky", then students circle the new word or phrase and connect it.

b. The second step is to develop the ideas that have been put forward. In this step, students have found related words that trigger an idea (thought). Next, students write down their thoughts on paper without any consideration, even though the written thoughts are not related or do not match.

c. The third step is tracing the path of thought that the brain takes in order to reach a concept. In this step, the teacher guides students to trace their thoughts on what they have written so that students

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[37] Sri Listiana Izar, and Oktavia Lestari Pasaribu, "Pengaruh Teknik Pengelompokan (Clustering) Terhadap Kemampuan Menulis Teks Berita Oleh Mahasiswa Semester Iii Program Studi Pendidikan Bahasa Dan Sastra Indonesia Tahun Pembelajaran 2017/2018", *Basastra: jurnal kajian bahasa dan sastra indonesia*, 7, no. 4 (2018), 297.

realize that it is easy for them to have concepts to carry out writing activities.

d. The fourth step is to work naturally with ideas without editing or deliberation. In this step, the teacher guides students to position each word on the same level as other ideas in the hope that students can continue to generate ideas without evaluating these ideas.

e. The fifth step is to visualize special things and recall them easily. Furthermore, in this step, students are asked to review the results of the clustering to be given a serial number which, according to students, is logical to be used as writing material. The results of the clustering technique are the basis for writing that can bring up other ideas.

The use of this word clustering technique will allow the students to observe an incredible phenomenon while learning. The idea-generating process will improve students' creativity and reducing boredom and other difficulties to coming up with an idea for essays. All essay types, including reports, essays, proposals, poetry, and stories, can use this word clustering activity (DePorter).

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of Research

The writers analyzes the importance of learning to write for students and by using this clustering technique which aims to help students write recount texts so that students can write more easily. The writer uses qualitative research to analyze the use of clustering techniques in learning to write recount texts.

This qualitative research is certainly different from quantitative research, because qualitative research does not use statistics, but through data collection, analysis, and then interpretation. Usually familiar with the relationship between social and human problems that are interdisciplinary, focusing on multi method, naturalistic and interpretative Creswell.[38] The focus of qualitative research is on stressing understanding of social problems based on actual conditions or natural settings that are comprehensive, complex, and detailed. According to Creswell, it can also be a strategy or a quest to explore and understand the meaning of an individual or group that is thought to be a social or human problem. One may say that to understand qualitative research is to comprehend social or humanitarian problems which have been explored into either by individuals or groups.

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[38] Muhammad Rijal Fadli,"Memahami Desain Metode Penelitian Kualitatif", Humanika "Kajian Ilmiah Mata Kuliah Umum", 21, no. 1 (2021), 37.

Qualitative research is explored and deepened from social phenomena or social environments consisting of actors, events, places, and times. Qualitative research reveals certain social situations by describing reality correctly, formed by words based on relevant data collection and analysis techniques obtained from natural situations. The data analysis is done inductively based on the facts found in the field, then constructed into a theory and contains meaning. The data analyzed is the actual data, which is a value behind the visible data. In this study, the writer will use qualitative research which can be used to describe the phenomenon and can summarize the conclusions in the study.

Because the purpose of this study is to understand how students learn and what may help students in better understanding the subject of learning to write recount texts. This study therefore uses qualitative observational research. What is meant by qualitative observation is natural observation, which is a type of qualitative research for conducting thorough observations in a certain setting without changing them in the slightest. Its main purpose is to observe and understand the behavior of a person or group of people in a particular situation. For example, how a person behaves when he is in a discussion group that has different opinions.

The purpose of using this survey is to help students learn to write recount text in tenth grade students of SMK Muhammadiyah 1 Tumijajar by using clustering techniques for students.

B. Data Resources

In this study, to analyze this study, the writer will use written data to gain an understanding of this research. The main data source of this research is the result of the writer giving a recount text to the students after the students previously formed several groups to help each other in working on or analyzing the recount text.

C. Data Collection Techniques

As it is known that qualitative research have several techniques in collecting data when conducting a study, according to Creswell, who states that qualitative research should be a thought or analysis when qualitative research is just starting. Or it can also mean that research has conducted a theme analysis and has conducted theme sorting.[39]

Thus, the data is very important for this research. In addition, data is needed to support the arguments in the findings of this study. With that, the researcher uses several techniques that will be used to collect data, namely by collecting information by conducting observations and interviews with tenth grade students of SMK Muhammadiyah 1 Tumijajar, and establishing a protocol for recording information as evidence that this research was conducted. The writer will apply several techniques for collecting data, etc.

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[39] Haris Haediansyah, "Metodologi Penelitian Kualitatif", *Jakarta Selatan, Salemba Humanika 2012*, 164.

1. Interview

   Interview is a form of communication between two or more people involving someone who wants to obtain information. In this study, the writer will conduct one of two types of interviews, namely unstructured interviews which are generally open in nature, which have not too many questions and are intended to see how students think. The writer conducted interviews with 11 students who were in the same class. The writer questioned the students on the writing difficulties in a number of questions. The writer also asked with the English teacher at the school about strategies for improving English learning simpler for students, increasing their activity levels when they're feeling tired, and increasing their interest in writing.

2. Documentation

   Documentation is a record of previously occurring activities. The most common types of documentation are files, archives, drawings, recordings, diagrams, and charts. Writer in this study data collected using a tape recorder and image techniques, and the results will be used as a secondary source. So, secondary data is used as a source of data and is documented when it is needed.[40]

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[40] Sugiyono, "Metode Penelitian Menejemen", *Bandung, Penerbit Alfabeta,* (2013), 396.

D. Data Analysis Technique

Analyzing data is one of the most important parts of a research study. Qualitative data is generally in the form of words (descriptions, observations, impressions, recordings, etc.). Writers need to organize and categorize or code an amount of data so that it can be described and interpreted. In this process, the author needs to break down the existing complex factors into simpler parts and unite these parts to become something new.

In interpreting the objectives of this study, the writer will use the Miles & Huberman analysis model, whose data analysis techniques are easier to understand and more suitable for interactive analysis techniques.

The following is a picture of the stages along with the flow of data analysis techniques with an interactive model proposed by Miles & Hub
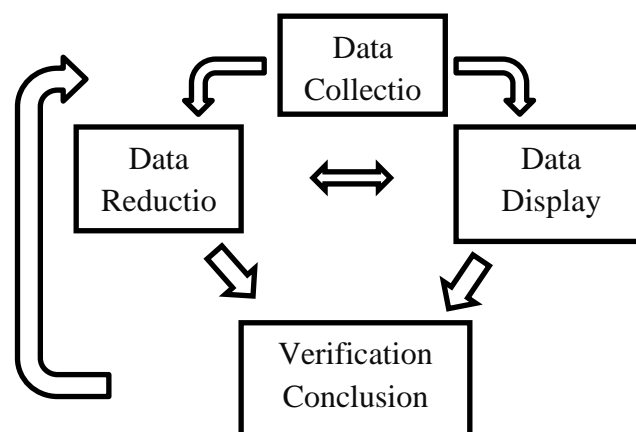
Figure I

Analysis Components of Data by Miles & Huberman

The data analysis technique according to Miles & Huberman consists of four stages that must be carried out. The data collection stage is the

initial stage, followed by the data reduction stage, the data display stage, and the verification conclusion stage.

1. Data collection

    The first process in qualitative research before beginning a study with the goal of completing the research is data collecting.

2. Data reduction

    The essence of data reduction is the process of combining and uniforming all forms of data obtained into a written form to be analyzed, so that data reduction refers to the process of selecting, focusing, simplifying, and changing the data that appears in field notes or written transcriptions so that it is simpler and more concise.[41]

3. Data display

    In conclusion, data display is semi-finished data processing that is already in written form and already has a clear themed flow. In a study, we usually display data using graphs, pictures, or charts, which display can describe all research data.

4. Final, Conclusion or Verification

    Conclusion or verification is the final stage in a series of data analysis according to the interactive model proposed by Miles &

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[41] Haris Haediansyah, "Metodologi Penelitian Kualitatif", *Jakarta Selatan, Salemba Humanika 2012,* 164-165.

Huberman which aims to conclude the content of the research analysis.[42]

E. Research approach

In conducting this research, the writer uses six steps in the research process, as follows:

1. Identifying a research problem

   In order to identify the problems that must be researched in order to solve problems, the writer of the research first identifies the issues that need to be studied. The first step is to define the research question, create a case for investigating it, and highlight the significance of the study for individuals who will read the report.

2. Reviewing the literature

   Skills at reviewing literature have improved over time and by doing exercises that are done continuously and are now becoming easier, with writers able to learn it by finding journal articles and books in academic libraries, and also by accessing computerized databases , selecting and evaluating the quality of research on the topic, and evaluating it in a review. The library's resources are numerous, so researchers can start by choosing strategies and making useful reviews for others.

3. Specifying a purpose for research

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[42] Ibid., 175-178.

If the problem in the study has a broad topic scope, the writer needs to focus on it so that the writer can learn it more easily. Therefore, by determining clear goals, it is really necessary to understand the topic of the research, because with a clear topic, goals or intentions can be determined from research, which is the focus of a research that can conclude the answer from the research.

4. Collecting data

By collecting evidence and data, we will be able to assist in providing answers to questions encountered in research and hypotheses. To get answers to these questions, the writers can take steps to collect data. In the data collection stage, the writers need to choose research subjects, which in this case are students, obtain permission and ask students' willingness to take part in a number of research processes, then collect information by conducting interviews through question and answer sessions, as well as by observing and studying the information that has been obtained by observing their behavior.

5. Analyzing and interpreting the data

In carrying out the process of analyzing data during or immediately after data collection, the writer needs to understand the need to understand the results of collecting information from the subjects in this study. This analysis will be analyzed based on the knowledge possessed by the author. Therefore, the writers need to understand the

context of the research conducted. The analysis itself consists of "separating data collection" to determine the subject's responses and then "combining" them to arrive at a conclusion.

6. Reporting and evaluating research

After conducting the research, the writer will develop a written report and distribute it to a selected audience (such as fellow teachers, administrators, parents, students) who can use the information.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

The descriptive location of the research has taken by the researher by using the data collecting methoth . There are many description about lacating of research such as: they history of smk muhammadiyah 1 tumijajr kab. Tulang bawang barat, human source , school activiti , vession and mission, infrastucture and the nomber of smk muhammadiyah 1 tumijajar.

a. Short History About the Smk Muhammadiyah 1 Tumijajar

Muhammadiyah Tumijajar Vocational School was founded in 1996, under the auspices of the Muhammadiyah Lampung Regional Education Council. This school, which is located in Dayadunia, Tumijajar, Tulang Bawang Barat, focuses on learning that provides skills/competencies to students, namely the Light Vehicle Engineering Study Program, Motorcycle Business Engineering, Multimedia, Culinary Management and Multimedia Information Technology. With the support of professional teaching staff, supporting facilities and infrastructure, adequate practice equipment, a comfortable environment, and a strategic and easy-to-reach location, it makes people feel at home and comfortable at this school.

As an illustration, Muhammadiyah Tumijajar Vocational School, has now been accredited with Type B, the student practice facilities are complete, such as a vehicle for driving car practice, a workshop (automotive repair shop) equipped with complete equipment, a welding and electrical workshop, a computer lab, a multimedia lab. , laboratory. KKPI, Lab. Banking, Libraries, Facilities for Channeling Student Interests and Talents, Places of Worship, and Others.

Tumijajar Muhammadyah Vocational School also provides various esculls and talented student communities that young people currently enjoy, such as Volleyball, Futsal, Basketball, Badminton, Rohis, Lampung Creative Dance, WEB Design, Indie Films, Hisbul Wathon, Paskibraka, SMK Photography, Student Association Muhammadiyah, PMR, Tapak Suci Etc.

With Escul and the Talented Student Community, students will be guided to prioritize cooperation with each other and get rid of ego, so apart from educating the Escul and Talented Student Community at Muhammadiyah Vocational School, Tumijajar, it also aims to educate students' behavior to become better and more creative.

b. The Buildings of SMK Muhammadiyah 1 tumijajar

To support all activities, the school has the following facilities:

a. One Principal's room

b. One Administration room

c. One Deputy Headmaster's room

d. One BP/BK room

e. One teacher's room

f. One teacher meeting room

g. One UKS room

h. One iPM room

i. One teacher's residence/art studio

j. Four studio rooms (Scout, Theater, Smapala, PMR)

k. twenty-four classrooms

l. One laboratory. Physics, One Lab. Biology, One Lab. Chemistry,

Lab. Language

m. tree Computer Laboratory

n. One Multimedia Laboratory

o. One library building

p. One basketball/tennis court

q. One volleyball court, ceremonial field

r. Tree student WC/KM places and several WC/KM attached to the

teacher's room, KS room and TU room.

s. One Al-Muhajirin Mosque

c. **The Condition Of Teacher And Official Employes In Smk Muhammadiyah 1 Tumijajar.**

The number of teacher and official employes in the academic year of 2023/2024 are 86 that identified as followed:

Table 4.1

The Condition of Teachers and Official Employess in SMK Muhammadiyah 1 Tumijajar

No.	Name	Sex	Occupation
1.	Syamsul Hidayat	M	Headmaster
2.	Achid Ariadi	M	Motorcycle Engineering Teacher
3.	Ade Sunardi Putra	M	Vice Principal
4.	Agus Gunawan	M	School Administrative Staff
5.	Agustina Fitriyani	F	Math Teacher
6.	Amir Wansyah	M	Errand/Office Boy
7.	Andri	M	School Administrative Staff
8.	Anisa Reza Oktaviani	F	English Teacher
9.	Anita	F	Math Teacher
10.	Annisa Nurita	F	Religious Teacher
11.	Asmungi	M	History Teacher
12.	Avif Israwati	F	School Administrative Staff
13.	Ayu Silvia Rosa	F	English Teacher
14.	Chairul Anwar	M	Head of the motorcycle engineering department

15.	Dani Tisngatun Nahriah	F	Physical Education Teacher
16.	Dawam	M	Teacher
17.	Dian Kurniawan	M	Physical Education Teacher
18.	Dwi Istiyani	F	Pancasila Education Teacher
19.	Dwi Rahayu Fitri Anna	F	Teacher
20.	Eka Maryati	F	Visual communication design teacher
21.	Eka Natalia	F	Entrepreneurship Teacher
22.	Elnisa Rahmawati	F	School Administrative Staff
23.	Fiki Dedi Andika	M	Informatics and Photography teacher
24.	Fitri Ernawati	F	Science Project Teacher
25.	Haerul Hanafi	M	School Administrative Staff
26.	Hindi Noverdo	M	Technical Drawing Teacher
27.	Iis Rahmawati	F	Math Teacher
28.	Imam Mukalis	M	Arabic Language Teacher
29.	Indah Fitriana A.n.i	F	School Administrative Staff
30.	Jainan	M	School guard
31.	Jayadi	M	Department Teacher
32.	Jumadi	M	Indonesian Language Teacher
33.	Jumari	M	Security officer
34.	Komsiatun	F	Religious Teacher
35.	Lamidi	M	Religious Teacher
36.	Leni Lusiana	F	Arabic Language Teacher

37.	Maryana	F	Guidance teacher
38.	Muhammad Ali Nurdin	M	School Administrative Staff
39.	Nia Safitri	F	Fine Arts Teacher
40.	Ning Lestari	F	Culinary Department Teacher
41.	Nova Fadjrin	F	HistoryTeacher
42.	Novika Purnamasari Banisa Putri	F	Arabic Languae Teacher
43.	Nur Huda	M	School Administrative Staff
44.	Nurul Wahida Dewi	F	Economics Teacher
45.	Ponco Kusno Saputro	M	Errand/Office Boy
46.	Rasudin	M	Security officer
47.	Reni Juwita	F	Fine Arts Teacher
48.	Riscandra Megawati	F	Guidance teacher
49.	Riyadi	M	Citizenship Teacher
50.	Riyanto	M	Indonesia LanguageTeacher
51.	Rosi Rikardo	M	Math Teacher
52.	Rudianto	M	Head of the light vehicle engineering department teacher
53.	Sahri	M	Errand/Office Boy
54.	Setriyani	F	Design Work Teacher
55.	Sigit Adi Wijaya	M	Sketch and Illustration Teacher
56.	Sinta Harisawati	F	Pancasila education teacher

57.	Sri Harumi	F	Power Library
58.	Sri Widodo	M	Head of the Multimedia Department
59.	Subardiyono	M	Pancasila education teacher
60.	Sucipto	M	Deputy Head of Curriculum
61.	Sudadi	M	Physics Teacher
62.	Sukro Wahyu Subekti	M	School Administrative Staff
63.	Sunar	M	Teacher of Business Economics and Professional Ethics
64.	Suparno	M	Math Teacher
65.	Suryadi	M	Social Studies Teacher
66.	Suyanto	M	Indonesia language Teacher
67.	Suyatno	M	Teacher
68.	Taufik Nurrohman	M	Physical Education teacher
69.	Tiara Melati	F	Science Teacher
70.	Titi Yulianti Muji Rahayu	F	Guidance teacher
71.	Tohari	M	Religious Teacher
72.	Tomi	M	Mechanical Engineering Teacher
73.	Tuti Riwayati	F	History Teacher
74.	Umi Nafi' Azizah	F	English Teacher
75.	Uswatun Khasanah	F	English Teacher
76.	Weni Lestariningrum	F	Math Teacher
77.	Windratno	M	Head of the Accounting Department

78.	Yani Suryaningsih	F	Indonesian Language Teacher
79.	Yeni Fa'ida	F	School Administrative Staff
80.	Yuli Andriani	F	Head of the culinary arts department

Source: Observation Result in Smk Muhammadiyah 1 Tumijajar an

September 10, 2023

d. The Quantity of Smk Muhammadiyah 1 Tumijajar Students in the Academic Year of 2023/2024.

The condition of students of Smk Muhammadiyah 1 Tumijajar who are registered on academic year 2023/2024.

Table 4.2

The Quantity of Smk Muhammadiyah 1 Tumijajar Students in the Academic Year of 2023/2024.

No.	Class	Girls	Boys	Mount
1.	X	140	161	301
2.	XI	122	203	325
3.	XII	112	230	342
Mount				968

Source: Observation Result in Smk Muhammadiyah 1 Tumijajar an

September 10, 2023

Table 4.3

The Students of Class X DKV at Smk Muhammadiyah 1 Tumijajar

No.	Name Code
1.	MI
2.	ZNA
3.	LR
4.	FA
5.	AIC
6.	EJS
7.	RNR
8.	CVF
9.	DSN
10.	MAF

Source: The Students of Class X DKV at Smk Muhammadiyah 1 Tumijajar

e. **Vision and Mission**

    a. **Vision:**

"EXCELLING IN ACHIEVEMENTS BASED ON FAITH AND POWER AND PRODUCING GRADUATES WHO ARE ABLE TO COMPETE NATIONALLY AND GLOBALLY"

    b. **Mission:**

1. Developing an appreciation of the Islamic religion that is capable of carrying out worship in accordance with Tarjih Muhammadiyah.

2. Intensively Developing a Spirit of Excellence and Competitiveness in the School Community

3. Implementing Teaching and Learning Optimally Oriented to Achieving National and International Standard Competencies

4. Developing school relationships with the business and industrial world as well as agencies that already have a national reputation.

B. Analysis on The Students' Ability In Writing Recount Text

1. Result of Analysis

The writer observes how students learn English, especially writing. Realizing that, the writer can conclude that students are very poor in writing English, especially writing recount texts. After the writer observed, the writer can conclude that the lack of students' ability to understand what will be written is one of the causes of students having difficulty writing recount text stories, as we know. The author observes how students learn English, especially writing. Realizing this, the author can conclude that students are very bad at writing English, especially writing recount text. After observing, the author can conclude that students' lack of ability to understand the title of the story to be written is one of the causes of students' difficulty in writing recount text stories, as we know. In almost every work, in any form, the title is important. In works of art, for example, each artist

will choose a title that suits their work. Likewise for writers, whether essayists, news or articles, the title is no less important than the content of the writing. Title means heading, head of essay, name used for a book or chapter in a book which can briefly imply the content or purpose of the book or chapter. Without a title, an article will feel bland and uninteresting. The title is at the forefront of a piece of writing. Its existence helps readers decide whether to invest their time in reading the article or not. So it's not surprising that more and more content displays sensational titles just to attract readers' interest.

2. Interview Results

This interview was conducted on Wednesday, August 6 2023 at SMK Muhammadiyah 1 Tumijajar, Tulang Bawang Barat, class X.

a. Interview The Students

Interview Questions 1

Writer : Do you like writing English?

AEP : No, I don't like it

DNS : No, I'm not interested

MAF : I don't like studying English

KA   : I don't like it

RDF   : I like writing, but I don't really like writing English

RLS   : I don't like it

VF   : I don't understand

ATC   : I know a little bit

FY   : I don't like it

AEP   : No, I don't like

The conclusion that the writer can draw from the students' answers above is the students' lack of interest in writing English.

Interview Questions 2

Writer : What are your obstacles in writing recount text sentences?

RDF   : I don't understand when writing in English.

RLS   : In my opinion, writing in English is too difficult.

VF   : I don't really understand how to write stories in English

ATC   : I think English is difficult, and I won't be able to write stories in English

AEP   : I don't like writing

DNS   : I'm not interested

MAF   : I don't understand what I'm going to write

BAL   : I don't like studying English

KA   : Too difficult in my opinion

AE   : I'm lazy about writing

From the questions above, the writer can conclude that students do not master the skills of writing in English, so. Students feel less interested in writing in English

Interview Questions 3

Writer : Why do you think writing recount text sentences are difficult?

FY   : I don't understand how to determine the title of a story

HA   : I don't have enough English vocabulary

BAL   : I don't know much English vocabulary

MAV   : Too difficult to memorize vocabulary

AEP   : I can't determine which is the title and which is the content of the story due to lack of vocabulary

AEP   : Too difficult

DNS   : I don't know what to write

MAF   : I'm confused about what I want to write

KA   : I don't know what I'm going to write about in writing

RDF   : Lack of vocabulary

RLS   : I'm afraid of making mistakes in writing English

From the question above, the writer can conclude that, the obstacles for students in writing recount text are, feeling confused about what to write, students are confused in determining the title, students' lack of mastery of vocabulary which is an obstacle for students in writing recount text.

Interview Questions 4

Writer : Have you ever heard of clustering techniques?

CVF   : Never heard of it

AH   : Never

KA   : I've never heard of it

RNR   : I've never heard of it either

FA   : I don't know

ATC   : I've never heard of it

AEP   : I don't know

DNS   : don't know

RLS   : what type of technique is it

MAF   : I don't know

From the questions above, the writer can conclude that students do not know what clustering techniques are and what their functions are.

Interview Questions 5

Writer : Can the clustering technique help determine the main idea in writing recount text?

AIC   : Can help in determining what title I want to write

AJN   : Yes

AJS   : Yes, I'm not confused when choosing a title

ZNA   : Yes, me too

LR   : Yes, that can help

KA   : I think

RNR   : Yes

AEP   : It's okay

DNS   : I still don't understand

RLS   : Just a little help

From the questions asked by the writer above, the writer can conclude that using the clustering technique can help students determine the title of the story the student will write, thereby reducing students' problems in determining the direction of the story the student will write.

b. Interview The Teacher

1. **Writer**: What material is currently being discussed in class?

Teacher: About recount text

2. **Writer**: Are there any difficulties in teaching the material?

Teacher: Of course, there are, for example, many students who have difficulty deciding what title to write

3. **Writer**: What learning media is used to teach the material?

Teacher: I use writing media and also a projector

4. **Writer**: Are there any students in class who feel less enthusiastic? And if so, how do you deal with it?

Teacher: Of course there is, my way of increasing students' enthusiasm is by interspersing games in my learning.

5. **Writer**: Have you ever taught using clustering techniques in learning to write recount text?

Teacher: No, I have never used that technique.

6. **Writer**: Do you want to try it?

Teacher: Maybe yes, if using this technique it can make it easier for students learning to write in determining the title for writing recount text.

C. Discussion

This research was conducted in class X at SMK Muhammadiyah 1 Tumijajar Kab. Tulang Bawang Barat, the results of this research are only limited to students at that place and time. Analysis and references, the aim of this research is about students' ability to write recount text. In writing, the assessment of the results of the author's analysis of students' writing skills in recount text refers to the following assessments, namely content, organization, vocabulary, grammar, mechanics. Where the respective values can be seen in the table above. Apart from that, from the results of research data analysis, the writer knows that students' abilities which are generally written in text have weaknesses in writing recount text. So many students write texts based on their abilities. In analyzing data, the author can find out students' abilities. Abilities in their texts. Students can write generic structures in texts.

However, there are still some students who make mistakes in writing recount text. Lack of vocabulary mastery also causes students to experience difficulties in writing recount texts. In general, students understand how to write recount text even though there are still errors in their writing. This can be seen from the results of tests and interviews conducted by students.

Based on the results of interviews that have analyzed students' abilities, the writer knows that students still experience difficulties in writing retelling texts. This can be seen from their interviews, such as:

they lack vocabulary and have no idea to write anything. Plus, it's not like

the text is a retelling.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of data analysis in collecting this research students' abilities in writing recount texts in class X at SMK Muhammadiyah 1 Tumijajar are as follows:

1. In writing recount text, students understand the general characteristics/structure, such as: orientation, events, reorientation. They write all items in a general structure. Although there are some students who make mistakes in writing recount text. Then, they also experienced problems in determining the title when writing recount text and by using clustering techniques, the writer helped students in determining the main title which would then be developed into various more complex titles so that it was intended to help students in determining the title and direction of writing. students will write.

2. The conclusion that the writer can draw from this research is that the difficulties experienced by students in determining the direction of writing begin with determining the title that will be used as a reference in writing recount text. So, in this research the writer uses a clustering technique which aims to help students determine the essence of the main title which will be a reference for students in developing it into a

title that is easier for them to understand, and the writer hopes that this can help students in writing.

3. Because not many students still know about clustering techniques, the writer has problems introducing what cluster techniques are to students, what they are used for and how to use these techniques. After that, the writer provides a basic description of the use of this technique after it is felt that students are starting to understand it and can try how to apply the use of the cluster technique in determining the big title of what will be the student's reference in determining the direction of writing the recount text.

The conclusion that can be drawn from this research is that there are still many techniques in learning that students are not aware of. Therefore, the writer introduces this cluster technique and highly recommends it to teachers. In fact, this technique can help students make it easier for students to learn English.

B. Suggestion

1. For English teachers

   Teachers should support and train students in writing recount text so that students can improve their writing especially recount text.

2. For students

   Students should develop their understanding of writing recount text to improve their ability to learn English, and memorize more vocabulary. So, they can write recount text is better than before.

   It has been explained above that the use of the clustering technique can help students in writing recount text, and also this technique really helps students to make it easier to determine the title of the recount text story. Based on this, it is recommended that this clustering technique can be used in writing skills learning activities, especially in writing recount texts. However, mastering this clustering technique is not short, considering that writing is a skill that requires repeated practice, so that writing skills become better.

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APPENDICES

Appendix 1

Research Interview to Students:

1. Do you like writing English?

2. What are your obstacles in writing recount text sentences?

3. Why do you think writing recount text sentences is difficult?

4. Have you ever heard of clustering techniques?

5. Can the clustering technique help determine the main idea in writing recount text?

Appendix 1

Research Questions to Teacher:

1. What material is currently being discussed in class?

2. Are there any difficulties in teaching the material?

3. What learning media is used to teach the material?

4. Are there any students in class who feel less enthusiastic? And if so, how do you deal with it?

5. Have you ever taught using clustering techniques in learning to write recount text?

6. Do you want to try it?

Appendix 3 Picture Interview of Students

Appendix 3 Picture of Interview Teacher

Nomor : B-3657/In.28/J/TL.01/07/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMK
MUHAMMADIYAH 1 TUMIJAJAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**RESTU GUSMIARTI**
NPM	:	1701070197
Semester	:	11 (Sebelas)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF CLUSTERING TECHNIQUE STUDENTS OF RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR VOCATIONAL HIGH SCHOOL

untuk melakukan prasurvey di SMK MUHAMMADIYAH 1 TUMIJAJAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Nomor   : **187/III.4.A.U/F/2022**
Lamp.   : -
Prihal   : **Pemberian Izin Melaksanakan Prasurvey**

Kepada Yth :
Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro, Lampung
Di_
    Tempat

Assalamu'alaikum Warohmatullahi Wabarokatuh

Ba'da salam, Semoga Allah SWT meridhoi setiap aktivitas kita, Aamiin.
Dasar Surat Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama
Islam Negeri Metro Lampung Nomor B-3657/In.28/J/TL.01/07/2022 tanggal 26 Juli
2022 perihal izin melaksanakan prasurvey.

Maka dengan ini Kepala SMK Muhammadiyah Tumijajar, memberikan izin untuk
melaksanakan prasurvey kepada:

NAMA   : RESTU GUSMIARTI
NPM   : 1701070197
SEMESTER/T.A   : XI/2022
PROGRAM STUDI : Tadris Bahasa Inggris

Untuk melaksanakan penelitian di SMK Muhammadiyah Tumijajar guna
mengumpulkan data dan bahan-bahan penulisan skripsi yang bersangkutan dengan
kurun waktu yang telah ditentukan.

Demikian surat balasan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamualaikum Warohmatullahi Wabarokatuh

Dayamurni, 05 MUHARRAM 1444 H
03 AGUSTUS 2022 M
KEPALA SEKOLAH

SYAMSUL HIDAYAT, S.Pd.I
NBM. 1030629

Tembusan :
1.   Yang bersangkutan
2.   Arsip

Nomor   : 2776/In.28.1/J/TL.00/06/2024
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**RESTU GUSMIARTI**
NPM	:	1701070197
Semester	:	14 (Empat Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENTS RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR KAB. TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juni 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

S U R A T   T U G A S
Nomor: B-2685/In.28/D.1/TL.01/06/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RESTU GUSMIARTI**
NPM	:	1701070197
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMK MUHAMMADIYAH 1 TUMIJAJAR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENTS RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR KAB. TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 10 Juni 2024

Mengetahui,
Pejabat Setempat

HIDAYAT, S.Pd.I

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-2686/In.28/D.1/TL.00/06/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH 1
TUMIJAJAR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2685/In.28/D.1/TL.01/06/2024, tanggal 10 Juni 2024 atas nama saudara:

Nama	:	**RESTU GUSMIARTI**
NPM	:	1701070197
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK MUHAMMADIYAH 1 TUMIJAJAR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH 1 TUMIJAJAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CLUSTERING TECHNIQUE TO STUDENTS RECOUNT TEXT WRITING IN THE TENTH GRADE OF MUHAMMADIYAH 1 TUMIJAJAR KAB. TULANG BAWANG BARAT VOCATIONAL HIGH SCHOOL".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Juni 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : **198/III.4.AU/F/2024**
Lamp.   : -
Prihal   : **Pemberian Izin Melaksanakan Research**

Kepada Yth :
Wakil Dekan Akademik dan Kelembagaan
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
Di_
    Metro

Assalamu'alaikum Wr. Wb.

Ba'da salam, Semoga Allah SWT meridhoi setiap aktivitas kita, Aamiin.
Dasar Surat Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor: B-2686/In.28/D1/TL.00/06/2024 tanggal 10 Juni 2024 perihal izin melaksanakan Research.

Maka dengan ini Kepala SMK Muhammadiyah Tumijajar, memberikan izin untuk melaksanakan penelitian kepada   :
NAMA   : RESTU GUSMIARTI
NPM   : 1701070197
SEMESTER   : 14 (Empat Belas)
PROGRAM STUDI : Tadris Bahasa Inggris
Untuk melaksanakan Research di SMK Muhammadiyah Tumijajar guna menyelesaikan Tugas Akhir/Skripsi.

Demikian surat ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Dayamurni, 06 DZULHIJJAH 1445 H
13 JUNI 2024 M
SEKOLAH

HIDAYAT, S.Pd.I
0629

Tembusan :
1.   Yang bersangkutan
2.   Arsip

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Restu Gusmiarti
NPM   : 1701070197
Prodi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-604/In.28/S/U.1/OT.01/06/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Restu Gusmiarti
NPM	: 1701070197
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070197

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Juni 2024
Kepala Perpustakaan

..ad, S. Ag., S. Hum., M.H., C.Me.
19750505 200112 1 002

An analysis of clustering technique to student's recount text writing in the tenth grade of muhammadiyah 1 tumijajar kab. Tulang bawang barat vocational high school.doc

by Turnitin Student

METRO, 12 Juni 2024
KETUA PRODI TBI

DEINA ATUR, M.Pd.B.I.
NIP 19880308 201503 1 000

An analysis of clustering technique to student's recount text writing in the tenth grade of muhammadiyah 1 tumijajar kab. Tulang bawang barat vocational high school.doc

KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : RESTU GUSMIARTI
Jurusan   : TBI
NPM   : 1701070197
Semester   : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	19/9 2022		- judul - Tabel Data - Research Question - Prior Research - kutipan - Dokumentation - sampling Technique - Refrensi	
2.	26/9 2022		- Revise your research Question - Enrich The Theory of Clustering Tekhnique - Revise your typing - Prior Research.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Syahreni Siregar, M.Hum
NIP. 197608142009122004

KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : RESTU GUSMIARTI
Jurusan   : TBI
NPM   : 1701070197
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, 21/22 /11		- Research Question	
2	Monday 28/11 2022		- prior Research (the novelty) - enrich the ther (scoring of work) - Revise chapter (Explain clearly) What will you do ?	
3	Monday 12/12 2022		Acc	

Mengetahui,
Ketua Jurusan TBI

Andianto,M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Syahreni Siregar, M.Hum
NIP. 197608142009122004

KARTU KONSULTASI BIMBINGAN ALAT PENGUMPULAN
DATAMAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Restu Gusmiarti   Program Studi : TBI
NPM   : 1701070197   Semester   : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Wednesday 29/05/2024	1	ACC Research Instrument	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing

Syahreni Siregar, M.Pd
NIP.197608142009122004

KARTU KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Restu Gusmiarti
NPM : 1701070197

Program Studi : TBI
Semester : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 28/05/2024	1	Complete your thesis	
2	Thursday 30/05/2024	1	Revise the data analysis. Analyze based on the writing evaluation (scoring rubrics)	
3	Tuesday 04/08/2024	1	- Revise the interview data - The conclusion.	
4	Monday 10/06/2024	1	Acc and Continue to the Munaqosyah	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing

Syahreni Siregar, M.Pd
NIP.197608142009122004

CURRICULUM VITAE

Restu Gusmiati was born on 21 February 1999 in Dayadunia Village, Tumijajar District, TBB Regency, is the first of two children, the son of Mr. Teguh and Mrs. Suparni. The following is the writer's educational history:

1. Kindergarten Aba 1 Aisiyah Dayamurni, graduated in 2006

2. SDN 02 Dayamurni, graduated in 2011

3. MTs Ma'arif Al-Munawaroh Dayamurni, graduated in 2014

4. Muhammadiyah Vocational School 1 Tumijajar, graduated in 2017