



**The Use of Clustering Tehnique to Improve Students' Achievement in Writing
Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in
2022/2023**

Niska Restina Gulo¹, Adieli Laoli², Nursayani Maru'ao³, Afore Tahir Harefa⁴

^{1,2,3,4}(English Education Study Program/Universitas Nias/Indonesia)

* Corresponding Author. E-mail:

¹niskagulo25@gmail.com

²laoliadieli65@gmail.com

³2maruao.nursayani@gmail.com

⁴aforetahirharefa@gmail.com

Receive: 17/01/2024

Accepted: 27/02/2024

Published: 01/03/2024

Abstrak

Menulis merupakan salah satu keterampilan penting yang harus dipelajari. Menulis adalah cara yang baik untuk mengembangkan kemampuan bahasa Inggris siswa. Menulis merupakan suatu proses untuk menghasilkan produk yang dipengaruhi oleh beberapa unsur seperti kosa kata, tata bahasa, organisasi, ejaan dan tanda baca. Salah satu permasalahan yang peneliti temukan adalah siswa tidak mampu membedakan bentuk regular dan irregular verbs pada past tense. Tujuan dari penelitian ini adalah untuk meningkatkan prestasi siswa dalam menulis teks recount dengan menggunakan teknik clustering. Peneliti menggunakan Penelitian Tindakan Kelas (PTK) khususnya metode kuantitatif sebagai metode penelitiannya. Terdapat dua siklus yang mana siklusnya terdiri dari dua pertemuan yang masing-masing pertemuan terdiri dari perencanaan, pelaksanaan tindakan, observasi dan refleksi. Data dikumpulkan peneliti dari hasil observasi, catatan lapangan dan lembar evaluasi. Dari hasil penelitian setiap siklusnya mendapatkan perbaikan dengan menggunakan teknik clustering. Pada siklus I siswa gagal, rata-rata nilai siswa sebesar 59,86. Pada siklus II seluruh siswa berhasil lulus KKM dengan rata-rata nilai siswa 82,86. Peneliti menyimpulkan bahwa cara terbaik untuk meningkatkan prestasi siswa dalam menulis teks recount adalah dengan menggunakan teknik clustering. Oleh karena itu, peneliti menyarankan dan merekomendasikan siswa dan guru untuk menggunakan teknik ini guna meningkatkan kemampuan mereka dalam menulis sebuah teks, khususnya teks recount.

Kata Kunci : Menulis Teks Recount, Teknik Clustering, CAR, Metode Kuantitatif

Abstract

Writing is one of the important skills that must be learned. Writing is a good way to develop students' English skills. Writing is a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. One of the problems that the researcher found were the students are not able to differentiate the form of regular and irregular verbs in past tense. The purpose of this research is to improve student achievement in writing recount text by using clustering technique. The researcher used Classroom Action Research (CAR) especially quantitative method as the research method.

There are two cycles which cycle consisted of two meetings each meeting consisted of planning, action, observation and reflection. The data are collected by researcher from the result of the observation, field notes and the evaluation sheet. From the research results, each cycle gets improvements using clustering technique. In the first cycle, students failed, the average students score was 59.86. In the second cycle, all students succeeded in passing the MCC, the average student score 82.86. The researcher concluded that the best way to improve students achievement in writing recount texts was to use the clustering technique. Therefore, researcher suggest and recommend students and teachers to use this technique in order to improve their ability to write a text, especially recount text.

Keywords : *Writing Recount Text, Clustering Technique, CAR, Quantitative Method*

Introduction

English is indispensable in the field of education. In many countries, children are taught and encouraged to learn English as a second language. We see that many science and technology curricula are written in English even in countries where it is not an official language, such as Indonesia. English is also widely recognized as a university language. Many of the world's leading universities are English-language schools. Since the main language of science and international research is English, the majority of studies in a certain field are also written in English. At the university level, students from many countries study almost all subjects in English, which makes it easier for foreign students to access the material.

When learning English, students need to practice four language skills (listening, speaking, reading and writing) and this learning is supported by language components such as grammar, vocabulary and spelling. These four skills are interrelated. Therefore, an English teacher must consider these four skills when dealing with English material. Teachers must not leave any skill behind, so these four skills must be taught in an integrated and comprehensive manner. In this study, researcher focused on writing. Writing is giving birth to thoughts or feelings or it can be said to put the ideas of the writer into written form, so that the intentions of the writer can be known by many people through the writing that is written. According to Nunan (2003:88) writing is

the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. So, the students need to master writing skill because it can be used to express the students' ideas as well as feelings and communication with others.

Students need to be proficient in writing for a variety of reasons, according to Raimes (1983). Students who write well gain proficiency in vocabulary, idioms, and grammar structure. Writing forces students to put their newly acquired linguistic skills to use. Third, children who write are better able to articulate their thoughts using appropriate language and phrases. As such, writing activities for students are necessary.

Based on the 2013 curriculum syllabus at UPTD SMP Negeri 5 Gunungsitoli, writing recount text must be learnable by every student. The basic competency is composing writing and speaking brief, straightforward narratives about past events while accurately and contextually considering textual aspects, social functions, and language elements constitute the fundamental competency. Based on preliminary observation made by researcher at UPTD SMP Negeri 5 Gunungsitoli, researcher found several problems related to the learning process, especially in recount text, namely: first, the students are not able to differentiate the form of regular and irregular verbs in past tense. Second, the students are not able to compose words provided properly. Third, students are less able to conclude a story,

and the last is lack of methods or techniques used by teacher that make students interested in making recount text.

To overcome this problem, when it comes to teaching writing, ESL instructors must employ innovative and engaging methods. Also, the demands and interests of the students are satisfied by this system. Writing instruction and learning can be accomplished through a variety of approaches. Among these is the clustering approach. The clustering approach is used for short writings and essays to group related but distinct topics from a wider range of subjects. Clustering is also known as diagramming or mapping, according to Langan (2005:27) in Hendrawaty and Ambarwati 2017; another strategy that could be pursued for the generation of material for a paragraph. Hendrawaty and Ambarwati (2017) say that clustering is a technique for the transformation of broad subjects into narrower, less burdensome topics in short essays or texts. Diagramming or mapping is also a method of grouping. The advantage of this approach is that before developing into paragraphs, students can discover a wide range of words, ideas, notions relating to the subject in question which are stimulating and organising their thoughts.

With regard to the explanation above, that is the reason why researcher use clustering techniques in writing recount text. Therefore, the researcher conducted a classroom action research with the title : The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text At the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022 / 2023.

The objective of this research is to improve student achievement in writing recount text by using clustering technique.

Method

In this research, the researcher tries to apply classroom action research to improved student achievement in writing recount text. Classroom action research is

the systematic collection of data for the purpose of social change, as explained by Wulandari (2019) in Wannu (2022). In order to better understand and advance professional practice, practitioners also examine individuals through classroom action research. Reflective, cooperative, and inquisitive qualities are hallmarks of classroom action research.

The location of this research is UPTD SMP Negeri 5 Gunungsitoli, which is located on education road No. 01 Ilir Village, Gunungsitoli District, Gunungsitoli City. The researcher was conducted the research on May – June 2023 at UPTD SMP Negeri 5 Gunungsitoli. Regarding to the schedule of the learning process that implement in the school. In this research, the researcher chose students of class VIII at UPTD SMP Negeri 5 Gunungsitoli as research subject.

Data collecting technique

The research instruments in this study consisted of three instruments, namely: observation sheet, field notes, and evaluation sheet

a. Observation Sheet

Observation is a data collection method that is carried out to observed and review carefully and the researcher and her collaborators record information as they witness during the research and directly at the research location to find out the conditions that occur and then use it to prove the truth of the research design being carried out.

b. Field Notes

Field notes were made during field research which contained weaknesses and strengths in used the clustering technique. However, field notes also contain unexpected activities during or after they occur in class.

c. Evaluation Sheet

Evaluation sheet is a technique used to collect quantitative data. Evaluation sheet is used to determine students

achievement using the clustering technique.

Data Analysis Technique

There are two kinds of data in the research, namely qualitative data and quantitative data.

1. Analisis data kualitatif

Qualitative data was carried out starting from observations, questionnaires, and interviews during the study. The data analyzed in this study are qualitative data and quantitative data. Qualitative data was carried out starting from observations sheet during the study. There are three data analysis techniques according to Asrori (2020), namely data reduction, data display, and drawing conclusion.

a Data Reduction

Data reduction is an analytical process to select, focus on, simplify, abstract and transform data that emerges from field notes. Data reduction is carried out with the consideration that the data obtained from the field is quite a lot, for that it needs to be selected according to the needs of solving research problems.

b. Data Display

Miles & Huberman in Asrori (2020) the data already reduced, the next step is to present the data. Presentation of data as a collection of structured information and provides the possibility of drawing conclusions and taking action. Presentation of data is used to further enhance understanding of cases and as a reference for taking action based on understanding and analysis of data presentation.

C. Darawing Conclusions

Drawing conclusions is the result of research that answers the focus of research based on the results of data analysis. Gunawan in Asrori and Rusman (2020) explains that conclusions are presented in the form of descriptive research objects guided by research studies. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data

collection. If the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

In the process of analyzing the observation sheet, the researcher will use the following formula by Asrori (2020), as follow:

$$P = \frac{E_x}{N} 100\%$$

Which :

P = The Percentage level of student learning activity

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

2. Quantitative analysis

In analyzing quantitative data can be found by used tests, from students answered sheets researcher will get the data about students achievement. To find out the results of the evaluation sheet, the following formula is used:

$$S = \frac{B_x}{100 N}$$

Note:

S : Score

B : The amount of students' obtain

N : The total score/score maximum

The researcher was classify the scores obtained by students used a scale which can be seen in the table below, as the level of students achievement criteria, namely as follo follows:

Percentage	Classification
92-100	Very good
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

Table 5.7.1 Classification of Action Achievement Levels (Source : Asrori (2020).

Result and discussion

In conducted the research, the researcher took two cycles where one cycle consisted of two meetings.

1) Cycle 1

In conducted Cycle I, the researcher carried it out in two meetings. Each meeting consisted of planning, action, observation and reflection. The first meeting was held on Tuesday 27 June 2023 in the third lesson until it was finished and the second meeting was held on Saturday 1 June 2023 in the 1st to 2nd periods. All meetings were held in class VIII-A UPTD SMP Negeri 5 Gunungsitoli. The total meeting time is 4x45 minutes. Cycle I was carried out with the following procedure:

1. First Meeting

The first meeting was held on Tuesday 27 June 2023. This meeting took place in 2x45 minutes at the 3rd hour until the 4th period.

This meeting starts with pre-teaching learning activities, then continues whilst-teaching and learning activities and finally in postteaching learning activities. Researcher did it with the following steps.

a. Planning

In planning, the researcher has prepared several things that are used in learning activities, namely: getting syllabus, Lesson plan, student attendance lists, materials, observation sheets for students, and also researcher, field notes. Syllabus As a reference in preparing lesson plans, for all subject studies, or managing learning activities and developing assessments of learning outcomes; RPP as a guideline for the implementation of teaching and learning process activities where in the RPP there are so-called learning activity steps, such as initial activities, core activities, and closing activities; attendance list to check student attendance in teaching and learning

activities; material as a tool to integrate students' abilities in writing, especially recount text; observation sheets for students and researcher as self-reflection on activities carried out by researchers and students; field notes as material for reflection for researchers to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in class; evaluation sheets to make it easier for students to understand the material, concise learning resources and facilitate the implementation of learning, and also to find out the increased in students' ability to write

b. Action

After planning is completed, the researcher acts as the classroom. A researcher and collaborator teacher enters the classroom. The teaching-learning process consisted of pre-teaching -learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities. In the pre-teaching the carried out several activities, namely: the researcher started by greeting students, asked about the condition of the students, asked students to pray before starting the lesson, after praying the researcher checked the presence of students, and gave motivation for students to be enthusiastic in participating in the learning process. Next, in the whilst-teaching-learning activities: the researcher informs students of new material, the researcher informs the learning objectives, asks students' knowledge of the material to be discussed, the researcher explains material about recount text to the students starting from definition, and generic structure, and language features and examples of recount text. After that, the researcher explained the technique used, namely: the clustering technique. the researcher explained the meaning of the steps.

c. Observation

The observation sheet is divided into two parts, namely observation sheets of researcher activities and student activities.

Observations were made by the teacher-collaborator while the researcher implemented actions in the teaching and learning process by applying the clustering technique. Teacher-collaborator writes down all the activities that occur in the teaching and learning process.

d. Reflection

The statement above describes some of the weaknesses that have occurred during the learning process, namely the researcher asked for the previous material from the students so it took time and made the class atmosphere uncomfortable. Therefore, the researcher cannot carry out complete activities. This causes some students not to focus on participating in teaching and learning activities. Based on the results of the observation sheet that was explained in the previous section, the researcher made several improvements at the next meeting, namely:

1. Repairing and rearranging lesson plans sequentially so that the researcher can carry out the teaching and learning process properly.
2. The researcher asked the students to listen to the researcher's explanation about recounting text.
3. Motivating students to participate in following the learning process.
4. Motivating students to learn recount text and to better understand the use of clustering technique in writing recount text.

2. Second Meeting

The second meeting was held on Saturday 01 June 2023. This meeting took place in 2x45 minutes at the 1st hour until the 2nd period. This meeting starts with pre-teaching learning activities, then continues whilst-teaching and learning activities and finally in post-teaching learning activities. Researcher do it with the following steps.

a. Planning

In planning, researcher have prepared several things that are used in learning activities, namely: getting

syllabus, Lesson plan, student attendance lists, materials, observation sheets for students and also researcher, field notes, evaluation sheets.

b. Action

In this action, the researcher carries out several activities with collaborators who are always watching. The actions included: in the Pre-teaching learning activities, the researcher entered the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checked the students attendance list, the researcher motivated students in following the learning process, the researcher asked the students to create a conducive situation. Next, in the whilst-teaching-learning activities, the researcher asked about the material that had been previously taught to students, the researcher reviewed the material about recount text. After that, the researcher explained the steps in writing recount text using clustering techniques. The researcher asked the students to practice the technique with the students in the following steps: the researcher asked the students to take a piece of paper, the researcher invited students to write the main topic of researchers in the center and circle it. the researcher asked students to write down ideas related to the topic, the researcher asked the students to circle the ideas and combine them with the subject. the researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle. The invites students to write down ideas without hesitation so they cannot think of anything else related to the topic, the researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. Next, the researcher asked the students to start the draft. After practicing, researchers provide opportunities for students to be asked as their difficulties in making text. However, no one of them asked.

Furthermore, the researcher evaluates students and distributes evaluation sheets as well. Then, students work on the test while being monitored by the researcher. After the students do the test in the evaluation sheet then submit it to the researcher. Furthermore, in Post-Teaching Learning Activities, researcher concluded the material that has been taught. After that, the researcher told one of the students to lead the prayer after completion of learning and closing the learning process by greeting students.

c. Observation

Based on the results of student activities in the second meeting of cycle I, the researcher found the following weaknesses in student activity:

1. Some students pay less attention to the explanation from the researcher

Besides that, the researcher also found the strengths of his activities in this meeting as follows:

1. All students in the second meeting were present.
2. The students are interested in participating in the teaching and learning process because the researcher has motivated them how important it is to learn English.
3. Students take the test seriously and respect the researcher.
4. Students follow the instructions of the researcher.

d. Reflection

In cycle I of the second meeting, the researcher tested the students' ability to write recount text using the clustering technique. After checked the result of the students evaluation test (essay test) about retelling their experiences about holidays, the lowest score was 51 and the highest score was 76. From the number of students it shows that there were 12 people or 52,17% at the "less level" 6 people or 26,08% at "enough level" 5 people or 21.73% at "good level". In addition, the average percentage of student scores is 60. It can be said that the ability of students is at an unfavorable level. These result

indicated that the student's score does not meet the Minimum Competency Criteria. The result is their evaluation is explained in the table below:

No.	Criteria	Score	Frequ ency	Percen tage
1	Very good	80-100		
2	Good	66-79	6	26%
3	Enough	56-65	7	30%
4	Less	40-55	10	44%
5	Very less	<40	-	-
Total			23 Stude nts	100%

Table 4.5 The Percentage Students' Achievement In Writing Recount Text Using Clustering Technique In Cycle I

2) Cycle II

In conducted Cycle II, the researcher carried it out in two meetings. Each meeting consists of planning, action, observation and reflection. The first meeting was held on Tuesday 11 June 2023 in the third lesson until it was finished and the second meeting was held on Saturday 15 June 2023 in the 1st to 2nd periods. All meetings were held in class VIII-A UPTD SMP Negeri 5 Gunungsitoli. The total meeting time is 4x45 minutes. Cycle I was carried out with the following procedure:

1. First Meeting

a. Planning

In planning cycle II, the researcher prepared several things such as: syllabus, lesson plans, learning materials, observation sheets for researcher and students, field notes as reflection material for researcher to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in the classroom.

b. Action

In this action, the researcher carries out several activities with collaborator who are always watching. The actions include:

in the Pre-teaching learning activities, the researcher enters the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checks the student attendance list, the researcher motivated students in following the learning process, the researcher asked the students to create a conducive situation.

Next, in the whilst-teaching-learning activities: The researcher asked the material that had been previously taught to students. Then the researcher reviewed the material that had been taught, the researcher asked the students' difficulties in writing recount text used the clustering technique. after that, the researcher again explained the steps in the clustering technique to the students while practicing it. The researcher asked the students to take a piece of paper, the researcher invited students to write the main topic of researcher in the center and circle it. the researcher asked students to write down ideas related to the topic, the researcher asked the students to circle the ideas and combine them with the subject. the researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle. The invites students to write down ideas without hesitation so they cannot think of anything else related to the topic, the researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. Next, the researcher asked the students to start the draft. Next, in the post-teaching learning activities, the researcher gave the students the opportunity to ask questions that they did not understand. Then, the researcher concluded the material and asked one of the students to pray. After that, the researcher ended the learning process by greeting the students.

c. Observation

The observations was did by teacher-collaborator during the researcher implemented actions in the classroom.

Teacher-collaborator write down all the activities that occur in the teaching and learning process.

d. Reflection

The statement on the previous page explained that the process of teaching and learning activities cannot be carried out properly. Therefore, the researcher made several improvements to be implemented at the next meeting such as:

- 1) Focusing on guiding students to explore writing components involving conventions (spelling, grammar, punctuation, and paragraphs) and organization. Researcher provide many opportunities for students to write, both at home and in class.
- 2) Reviewing and reminding students in mastering the material studied at home and reminding them to bring a dictionary at the next meeting.
- 3) Motivate and guide students in using the clustering technique in writing recount text according to the generic structure.

2. Second Meeting

a. Planning

In planning cycle II, the researcher prepared several things such as: syllabus, lesson plans, learning materials, observation sheets for researcher and students, field notes as reflection material for researcher to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in the classroom.

b. Action

In this action, the researcher carries out several activities with collaborators who are always watching. The actions include: in the Pre-teaching learning activities, the researcher entered the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checked the student attendance list, the researcher motivates students in following the learning process, the

researcher asked the students to create a conducive situation.

Next, in the whilst-teaching-learning activities: Researcher asked students about the material that had been taught before, the researcher reviewed the steps in the clustering technique to the students. After that, the researcher provided opportunities for students to asked difficult things in making texts, the researcher answered questions from students. Then, the researcher provided evaluation to students, students work on the evaluation given by the researcher. After the work is done by students, researcher collect evaluation sheets from students. Next in the post-teaching learning activities, researcher asked students to concluded the material that had been studied, the researcher chose one student to pray, and the researcher greets the students to close the teaching learning process.

c. Observation

From the results of the observations of researcher and students activities in cycle II, all students were active during the learning process, with the percentage of students at the first meeting being 83% and the second meeting being 100%. But the percentage of activeness of researcher at the first meeting was 75%, while at the second meeting it was 100%. This means that the percentage of researcher and student activities is included in the very good category.

d. Reflection

In the second meeting in cycle II, the researcher examined the students’ achievement in writing recount text by using the clustering technique. After checking the result of the student's evaluation test (essay test) about retelling experiences especially holidays, it can be seen in the table below:

No.	Criteria	Score	Frequency	Percentage
1	Very good	80-100	16	70%
2	Good	66-79	7	30%
3	Enough	56-65	-	-
4	Less	40-55	-	-
5	Very less	<40	-	-
Total			23	100%

Table 4.9 The Percentage of Students’ Achievement in Writing Recount Text by Using Clustering Technique in Cycle II

The table above explains that the percentage category of student achievement in writing recount text using the clustering technique increased in the second cycle. This shows that 14 students are at a very good level (70%), 9 students are at a good level (30%) and the average student score is 82,86. This means that student achievement in writing recount text using the clustering technique is said to be successful. Where it can be classified that all can pass the MCC, this means that students must improve their ability to write recount text through the clustering technique. After implementing the action above, the researcher explains the increasing percentage of students' activity that had been done and not been done.

Conclusion

Based on the results of the study, the researcher draws the following conclusions as follow:

In Cycle I, the lowest score was 45 and the highest score was 76. The average student's score was 59,86 in writing recount text. This shows that the student's ability to write recount text is at a "poor" level, so the researcher decided to continue the research in Cycle II.

In Cycle II there was an increase in students' ability to write recount text, especially about retelling holiday experiences. The lowest score was 69 and the highest score was 95. The student's average score was 82,86. This shows that students' ability to write recount text is at

the "very good" level. On the other hand, based on the average value of students, the results show that student learning outcomes in cycle II are better than cycle I.

Based on the explanation above, the researcher concluded that the use of the clustering technique could improve achievement in writing recount text at the eighth grade of UPTD SMP Negeri 5 Gunungsitoli in 2022/2023.

Based on the research findings, the researcher gives some recommendation, as follows:

1. English teachers at UPTD SMP Negeri 5 Gunungsitoli are encouraged to apply clustering technique to improve students achievement in writing.
2. In teaching writing using the clustering technique, the teacher must choose writing materials for students so that they are interested and active in the teaching and learning process.
3. For readers, this research should be used as a guide for other research to add further information about techniques in writing.
4. Further hopes for future researcher and teachers to use clustering technique in teaching writing other skills.

Daftar Pustaka

- [1] Asrori & Rusman. 2020. *Classroom Action Research*: CV. Pena persada.
- [2] Fahmi & Rachmijati. 2021. *Improving Students' Writing Skill Using Grammaty Application For Second Grade In Senior High School*: Professional Journal of English Education, 4(1).
- [3] Husna & Mulatazim. 2019. *Students' Difficulties In Writing Recount Text At Inclusion Classes*: LET: Linguistics, Literature and English Teaching Journal. 9(52 – 76).
- [4] Iriana. 2018. *Analyzing Language Features of Recount Text Written by Ma Hidayatu Umam Students*: English Education, Language and Art Faculty, State University Surabaya, 6(2), 26-37.
- [5] Kusuma. 2020. *Exploring the Influence of Blended Learning Method in English Recount Text Writing for Senior High School Students*: Journal of English Teaching 6(3).
- [6] Meutia, et al. 2019. *Clustering Technique In Generating The Students' Ideas*: Getsempena English Education Journal, 6(1).
- [7] Mingsakoon & Srinon. 2018. *Development of Secondary School Students' Generic Structure Execution in Personal Experience Recount Writing Texts through SFL Genre-based Approach*: Advances in Language and Literary Studies. 9(6).
- [8] Nurliah. 2020. *The Implementation of Clustering Technique to Improve Students' Writing Skill*: Education in English Department.
- [9] Nurmala & Ambarwati. 2017. *Using Clustering Technique Towards Students' Writing Skill In Recount Text*: Deiksis, 9(3), 350-359.
- [10] Pangaribuan & Manik. 2018. *The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing at the First Class of SMA HKBP I Tarutung*: English Language Teaching. 11(1).
- [11] Purba, Uni. W, et al. 2022. *The Use Of Pictionary Game In Teaching Vocabulary To Second Grade Students Of Smpn 1 Raya*: Journal of Language and Literature, 14(10), 156-166.
- [12] Purrohman. 2018. *Classroom Action Research Alternative Research Activity for Teachers*: Learning Process View project, Educational Economics and Management View project.
- [13] Sianipar, et al. 2020. *An Analysis Of Recount Text In English Textbooks Used By Tenth Grade Students*:

- JOLLT Journal of Languages and Language Teaching, 8(2), 120-127.
- [14] Sinaga. 2017. *The Effect of Roundtable and Clustering Teaching Techniques and Students' Personal Traits on Students' Achievement in Descriptive Writing: Advances in Language and Literary Studies*. 8(6).
- [15] Sunata. 2019. *Classroom Action Research-Based Lesson Study in Determining The Formula of Circle Area: International Journal of Science and Applied Science: Conference Series*, 3(10).
- [16] Wardani, Rufinus&Bunau. 2017. *Teaching Writing in Recount Text By Using Clustering Technique: English Education Study Program, Language and Arts Education Department, FKIP, Tanjungpura University*.

Biography

Niska Restina Gulo was born in Bogarawi on July 25th 2000. She is the seven child from **Mr. Yafeti Gulo (Father)** and **Mrs. Karena Waruwu (Mother)**. She has 3 brothers and 5 sisters. She started her education from elementary school in **SD Negeri 076711 Bukittinggi in 2006**. Then after graduated from elementary school in 2012, she continued her education to junior high school in **SMP Negeri 1 Ulu Moro'o** in the same year. She graduated in junior high school in 2015. After graduated form junior high school, she continued her education in **SMA Negeri 1 Ulu Moro'o**. She studied for 3 years and graduated in 2018. After graduated from senior high school. She continued her education in **Universitas Nias** and choosing **English Education Study Program** and finally success to finished her study on Maret 2024