



CLUSTERING TECHNIQUE TO GENERATE STUDENTS' IDEAS IN WRITING RECOUNT TEXT COMPOSITION

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Abstrak

Salah satu kemampuan yang harus dimiliki adalah menulis. Sebagian besar guru mengharapkan siswa mereka untuk membuat tulisan yang baik dan jelas tanpa memberikan dorongan atau bimbingan apa pun tentang bagaimana menghasilkan ide-ide dalam tulisan. Akibatnya, siswa akan percaya bahwa menulis, terutama menulis dalam bahasa kedua atau bahasa asing, adalah bakat yang sulit dan menakutkan. Hal yang sama juga terjadi pada siswa kelas II SMPN 1 Arosbaya. Berdasarkan permasalahan tersebut, diperlukan teknik mengajar dalam proses belajar mengajar agar proses belajar mengajar lebih menyenangkan dan menarik. Dalam hal ini, clustering merupakan strategi yang berguna untuk membantu siswa dalam mengembangkan ide untuk menulis. Tujuan dari penelitian ini adalah untuk mengetahui penggunaan teknik clustering untuk membangkitkan ide siswa dalam menulis komposisi teks recount dan antusiasme siswa dalam menulis komposisi teks recount. Pendekatan penelitian yang digunakan dalam penelitian ini adalah kualitatif. Dilaksanakan pada bulan Juni 2021 di SMPN 1 Arosbaya, dan melibatkan satu guru bahasa Inggris dan sepuluh siswa kelas dua sebagai responden. Instrumen yang digunakan dalam penelitian ini adalah angket, wawancara, observasi dan dokumentasi. Temuan penelitian menunjukkan bahwa dengan menggunakan teknik pengelompokan, siswa dapat dengan cepat menghasilkan ide. Hal ini dapat ditunjukkan oleh respon siswa dan guru bahasa Inggris yang baik terhadap penerapan teknik clustering. Terakhir, siswa kelas II SMPN 1 Arosbaya dapat menerapkan teknik clustering untuk menulis teks recount.

Kata Kunci: Teks Recount, Technique Clustering, SMPN 1 Arosbaya

Abstract

One of the abilities that must be acquired is writing. Most teachers expect their pupils to create good, clear writing without providing any encouragement or guidance on how to generate ideas in writing. As a result, students will believe that writing, particularly writing in a second or foreign language, is a difficult and terrifying talent. The same situation happens to students in SMPN 1 Arosbaya second grade. In light of these issues, teaching techniques are required in the teaching and learning process in order to make the teaching and learning process more enjoyable and engaging. In this case, clustering is a useful strategy for assisting pupils in expanding ideas for writing. The purpose of this research is to find out use clustering technique to generate students' ideas in writing recount text composition and students' enthusiasm in writing recount text composition. The research approach used in this study was qualitative. It was conducted in June 2021 at SMPN 1 Arosbaya, and it involved one English teacher and ten students at the second grade as the respondents. The instruments that were used in this research were questionnaire, interview, observation and documentation. The findings of the study suggest that using the clustering technique, pupils may quickly produce ideas. It can be demonstrated by the students' and English teacher good responses to the clustering technique deployment. Finally, students in SMPN 1 Arosbaya second grade can apply the clustering technique to write recount text.

Key Words: Recount Text, Clustering Technique, SMPN 1 Arosbaya

A. INTRODUCTION

One of the most crucial talents for students to expand is writing. They utilize it to communicate with one another, as well as to express their thoughts and feelings. Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Dalman (2016) explain that writing activities involve several elements, namely: The writer as the delivery of the message, the content of the writing, the channel or media and the speaker. Writing is a creative process of expressing ideas in the form of written language for the purpose, for example to inform, convince, or entertain. The results of this creative process are commonly referred to as essays or essays writing. Both terms refer to the same result even though they have different meaning. In writing activities, the process of delivering information in writing in the form of the author's creativity by using creative thinking, not monotonous and not centered on one solution problem only. Thus the author can



produce various forms and creative writing colors in accordance with the goals and objectives of the writing expand their writing skills.

Suhendra (2016) said that writing skills are skills someone to put an idea into a piece of writing. It is always considered difficult because people think ideas are easier to put into shape spoken language. It can be seen that writing skills need to be expanded as a basis for expressing ideas and ideas in written form, because writing skills are often abandoned because someone prefers to express ideas in oral form. Sukarti Ningsih et al (2016) explain that writing skills are skills in generating thoughts or feelings in the form of an essay or make a story. Slice (1995) also stated that a lack of motivation is a barrier to writing, thus he advised students to inspire themselves by following the process or phases of writing and providing positive comments on their work. Brainstorming is one of the phases. The first stage in stimulating ideas is to brainstorm or generate ideas. White (1995) also suggests that it is one technique to writing that may be utilized to stimulate the emergence of ideas is to use the earliest steps of writing to stimulate the emergence of ideas. The clustering approach is one of them. This clustering strategy can assist pupils in expanding new concepts.

Oshima and Hogue (2018) say that clustering is a technique for discovering new ideas or expanding on existing ones. (Ventis 1990) explain that clustering is a technique excludes ideas in the first step write. The first step of writing important because it will guide students direct ideas to connect and can be coupled into a text. Kellogg (1990) explains that clustering is a visual network of ideas and relationships in which the author creates the relationship between ideas and grouping while focusing solely on the invention. Students had to first figure out what the major idea they wanted to write about. The students can then decide which of their ideas will be used to write the recount text. Cakrawati (2018) said that recount is the enlargement of a chain of events in which the author governs previous experience.

Based on the foregoing, the author concludes that clustering strategies are very useful in producing text, particularly recount text, because they help students expand their thoughts, broaden their grasp of the issue, and make it simpler to think of new ideas. This study aims to determine the use clustering technique to generate students' ideas in writing recount text composition.

B. LITERATURE REVIEW

Definition of Writing

Syatriana (2018) stated that writing is a language talent. It is used to communicate indirectly, rather than directly with other people, using written media. Writing does not necessitate the suitable topic selection, but it does necessitate determining who should read it, particularly for articles and purposes. We can communicate the contents of our minds and feelings, both imagined and actual, through writing. We can write something based on our expertise in this scenario. Experiences that are amusing, weird, exhilarating, embarrassing, or painful.

Heaton (2019) argue that writing is a task in which students construct grammatically accurate sentences by manipulating words in the form of a continuous piece of writing that effectively expresses the researcher's ideas on a certain topic. The statement demonstrates that the primary goal of writing is to communicate ideas, thoughts, and writing in a written language. Nunan (1999) defines writing as an intellectual activity that entails locating ideas and considering how to communicate and organize them into statements and paragraphs that are easy to comprehend. Tarigon (2019) says that writing is a productive skill for producing an indirect communication, and the nature of the character represented by speaking directly is highly different.

Suparno and Jona argues (2019) explain that writing is a series of actions that take place over time and include numerous phases, including the planning phase, content generation and evaluation, and edits or improvements posts. Based on the foregoing, it can be inferred that writing is an endeavor to represent the researcher's thoughts, feelings, or ideas in written form while taking into account writing features and phases so that the readers may understand them clearly.

The Concept of Writing

One of humanity's basic necessities is communication, and writing is one of the best forms of communication because it allows us to speak with others. Writing is one of the most basic tools of civilisation, according to an expert. The world as we know it would not be possible



without it. Writing is the process of putting thoughts and ideas down on paper in order to inform or communicate with the reader. Isriana Dahnianti (2018) said that writing is one technique to provide ideas or messages generated in writing on a sheet of paper or other regions, It means that one of the most crucial skills to learn is writing. Students will be able to learn any part of language, such as grammatical characteristics and the language used, by writing. Writing is seen to be a useful technique for pupils to improve their English skills.

Read good prose on a regular basis to improve your capacity to communicate in writing for example, read books by established authors and leading pieces in a respected newspaper. Other ideas for using writing as a tool for thinking are offered at the conclusion. More than that, writing to enlighten aims to educate readers on a specific issue, implying that the writer shares relevant information with the audience. Second, writing to persuade implies persuading readers to embrace the writer's opinions. Third, writing to express implies that the writer can communicate her or his feelings, opinions, and experiences through writing. Last but not least, writing to certainty means that the writer can persuade readers of the validity of her or his argument in order to convey ideas to the audience.

Listening, speaking, reading, and writing are the four skills required for learning English. Humans learn to listen for the first time naturally, then speak, read, and finally write. This is the process by which a person learns a language. In the writing process, there are four essential elements. These are the ones:

1. Planning

Before I start writing, I need to plan out what I'm going to say. When I'm planning, I have to consider three key concerns. First and foremost, they must examine the goal of their work. Second, my understanding of the audience for whom they are writing, whether official or casual. Third, I need to think about the content structure (how be sequence the facts, ideas, or arguments which they have decided to include).

2. Drafting

When I refer to the first version of a piece of writing as a draft, I'm talking about drafting. On the path to the final version, a number of drafts may be produced as the writing process progresses into editing.

3. Editing

Following the creation of a draft, editing (reflecting and revising) occurs. Typically, I read what they have written in drafts to see if it is correct or not. It's possible that the information isn't in the right sequence. Perhaps something is written in an ambiguous or perplexing manner.

4. Version final (Publishing)

The last step in the writing process is to publish the final version. Produce their final version after modifying the draft.

The Purpose of Writing

Susanto (2016) said that the goal of writing can be classified as follows:

Public signs, product labels, television and radio directions, bills, menus, telephone directories, ballot papers, and computer manuals are all examples of action items. Newspapers, current affairs publications, ads, and political pamphlets are examples of information. And comic strips, fiction books, poetry and theater, newspaper features, and film subtitles are all examples of entertainment.

Definition of Recount Text

Anderson (1997) said that recount is a piece of text that retells past events in the order in which they occurred. It serves a purpose in that it informs the audience about what occurs and when it occurs.

Recount is a verb that is used to narrate a story about something that happened in the past. As a result, recount is always in the past tense. It is critical that the researcher be aware of this.



Even though recount texts have a basic form, the language employed will alter depending on the interaction between the text and the reader. In order to provide clarity and understanding for the reader, the language employed in writing is becoming more conscious. Furthermore, when writing a recount, we should consider the sequence of events, which might be expanded, shortened, or omitted.

From the definition above, a recount is a text that retells past events or describes an experience in chronological order. The tense should be past tense because the content is about a past event. As a result, the language used and the order in which it is presented are critical in preventing reader confusion

The Purpose of Recount Text

Cakrawati (2018) said that recount is the expansion of a sequence of events, and the author regulates past experience in recount. The objective of recounting the text is to inform and entertain by telling what happened or retelling the event.

Types of Recount Text

As previously said, a recount text is a text that retells someone's prior activity or experience. There are three varieties of recount texts, depending on the objective of the text: personal recount, factual recount, and imaginative recount.

personal recount is a retelling of an event that the researcher has personally experienced. It denotes that the researcher was actively involved in the execution of the actions. The goal of a personal recall is to either inform or entertain the audience. This personal account could be utilized to communicate with the reader or to strengthen the researcher-reader relationship. Diary, personal letter, biography, and autography are some examples.

By reconstructing certain factual information, a factual recount records the details of an event. The objective of a factual recount is to provide accurate information about facts or events. A traffic report, a science experiment, a police report of an accident, a news story, a news report, a speech, and a historical event are just a few examples.

And imaginative recount is a type of recount literature that retells a fictional story in which the events do not happen in real life. It also plays a fictional function, inventing details based on factual information in order to understand and recount events. For example, depending on the audience, the tense, the language, the first or third person, the addition of details, and the sequence of events, there are some changes between each form of recount text.

The Schematic Structure of Recount Text

Suhaimi (2016) said that recount text to record occurrences, or activities that aim to preach or comfortably, the three aspects of the recount text schematic structure are orientation, sequence of events, and reorientation.

1. Orientation

Orientation sets the scene and introduces the text to the participants. It informs the reader of who was involved, what occurred, where the incident occurred, and when it occurred.

2. Event

The term "in sequence events" refers to the order in which events occurred. It provides further details about the story, including what, who, where, and when. This section also includes information on the characters, such as a personal recount, a factual account, and/or a fictional recall.

3. Reorientation

The finish of the story or the culmination of the events is referred to as reorientation. It may also include a description of the researcher's perspective on the events, but this is optional.

The Definition of Clustering Technique

There is a pre-writing step in the writing process. Clustering is one of the pre-writing procedures. Experts have given a variety of definitions for clustering. Clustering, Kellogg (1990) said that is a visual network of ideas and relationships in which the author creates the relationship between ideas and grouping while focusing solely on the invention. Students had to first figure out what the major idea they wanted to write about.

Hogue (1996) said that another way to gather ideas for writing about something is to use a clustering strategy such as a list and write about them in a circle or bubble around the issue.



Clustering strategies are writing approaches that allow students to develop their thoughts by penning words or sentences in a circle or bubble. It is yet another efficient method of obtaining information for an essay. It all starts with a blank sheet of paper when clustering ideas. We write and circle the word that reflects the general subject we want to write about in the center. We consider several thoughts and details in relation to this topic. This strategy will assist pupils in organizing their thoughts before expanding them in a descriptive writing paragraph.

Cooper and Axelrod (1985) see that clustering is a discovery process that identifies plausible links between data and ideas. The study finds that clustering involves creating a visual map or new association that allows thinking more imaginatively and starting without clear notions based on these many definitions. Clustering will assist students in associating thoughts, writing down ideas that come to mind, and developing ideas into a cohesive paragraph.

Any type of writing can benefit from clustering. It is used by researchers in the early phases of drafting an essay to uncover subtopics within a theme and organize material. Clustering can be used by researchers to prepare brief sections of an essay while they are drafting.

It's critical to understand how to use clustering to get the most out of it. A topic should be written by drawing a balloon around it to make clustering. This is known as the center or core balloon. Then, in a balloon surrounding the centre, write whatever ideas come to mind. More clusters are linked to activities focused at a certain group of individuals. This strategy is linked to choosing the best place and time to attain a goal, as well as dividing and setting goals. Clustering is a data analysis, sorting, and clustering process that focuses on a certain target group or type.

The Step of Using Clustering

To keep things simple, Axelrod and Cooper (1985) explain that clustering works as follows:

1. In the center of a piece of paper, write your topic in a word or phrase. Make a circle around it.
2. Write down the major portions or central concepts of your issue in a word or phrase as well. Connect these to the central topic by circling them.
3. The following phase is to come up with facts, details, instances, or thoughts that are related to these primary points of the topic in some way. Arrange these in a circle around the major sections.

Implementation Using Clustering Technique in Writing Recount Text

Axelrod and Cooper (1985) explain that the following processes are involved in teaching writing using the clustering technique:

- Step 1: Explain the clustering approach to the pupils. Tell them that using the clustering technique will aid them in creating ideas once they begin writing.
- Step 2: Using the whiteboard as a model, have students produce ideas using the clustering process. Put the topic in the center, utilizing the box or other forms to make it more attractive, and use lines or arrows to place keywords relating to the issue. Students do not need to worry about coming up with ideas; they are allowed to organize their thoughts as long as they are linked to the topic.
- Step 3: Have students write a first draft based on the clustering approach samples that have been drawn on the whiteboard so that you can see how easy it is for them to start writing with the clustering technique.
- Step 4: After students have mastered the clustering approach, have them create a recount paragraph on the chosen topic. Give kids an evaluation to see how good of a writer they are and to learn about their writing issues.

Based on the foregoing, it can be stated that the clustering is simple to adopt in teaching pupils to write. It will be easier for pupils to construct their ideas before organizing and composing sentences into a paragraph if they use the clustering strategy when producing recount text.

C. RESEARCH METHODOLOGY

This research design of this study is Descriptive Qualitative. Sugiyono (2018) explain that qualitative research methods are methods of research based on philosophy, which is used to research in scientific conditions (experiments) where the researcher is the instrument, technique data collection and analysis that is qualitative in nature puts more emphasis on mean. The purpose



of qualitative research methodology is to investigate and describe a phenomenon or research object using social actions, attitudes, and perceptions of individuals or groups. Then this study consisted of one English teacher and ten students second grade of SMPN 1 Arosbaya.

Furthermore, the data collection technique in this study is to collect data from various sources into a coherent description of what the researcher observes and finds. Namely questionnaire, interview, observation and documentation.

D. RESULT AND DISCUSSION

Before doing the research, the researcher asked permission to the headmaster of SMPN 1 Arosbaya to conduct the research. After that, the researcher asked to the teacher of Second Grade Students of SMPN 1 Arosbaya whether he had ever applied clustering technique or not. When the teacher said yes, the researcher could observe the class activity which has taught by using clustering technique. In this situation, the researcher did not teach the students. But the researcher just as an observer. To collect the data, the data result based on the questionnaire, interview and observation was explained below:

1. Questionnaire

Research of questionnaire through Whatsapp application, in the data collection process, the researcher contacted two respondents which is the teacher and students to asked them to be the sample in this study. After the respondents agreed to be used as samples, the researcher gave a questionnaire in the form of a file that was sent via the Whatsapp group. Before they filled out the questionnaire, the researcher explained the contents and how to fill in the questions in the questionnaire. After they filled out the questionnaire, they sent back the results of the questionnaire they had filled into the researcher via the private Whatsapp.

The researcher applied 5 questions in the form of a checklist to get data about the teacher and students interesting for learning English particularly in writing skill and technique used by the teacher in teaching writing. To obtain the data about the students' responses to the implementation of clustering technique. The researcher gave a questionnaire to 10 students and 1 English teacher, each consisting of 5 questions after applying the clustering technique.

The final results of the questionnaire students and teacher above, it can be concluded that clustering technique is a very helpful technique in writing recount text. So clustering technique can overcome difficulties in writing. By using student clustering technique it is easier to determine the idea. Therefore, clustering technique is very effective in learning to write recount text so that it can be used in the future.

2. Interview

In this data retrieval process, it is almost the same as the process of retrieving questionnaire data. Researcher continue to use the Whatsapp application as a media for interviewing two respondents, that is English teacher and 5 students by means of researcher giving questions through video call with researcher. The researcher will give 5 questions to each respondent about clustering technique in writing recount text.

The final result of the student and teacher interviews above, it can be concluded that the clustering technique is very effective for use in learning to write recount text, so that students are more enthusiastic than before using the clustering.

3. Observation

In this data retrieval process, it is almost the same as the process of retrieving questionnaire data, in the data collection process, the researcher contacted two respondents which is the teacher and students to asked them to be the sample in this study. After the respondents agreed to be used as samples, the researcher gave a observation in the form of a file that was sent via the Whatsapp group. Before they filled out the observation, the researcher explained the contents and how to fill in the questions in the observation. After they filled out the observation, they sent back the results of the observation they had filled into the researcher via the private Whatsapp.

The researcher get data about the teacher and students interesting for learning English particularly in writing skill and technique used by the teacher in teaching writing. The observation sheet was done by a researcher in the class by using checklist. The researcher gave observation sheet to 10 students and 1 English teacher.

The final results of the observation students and teacher above, the teacher can present the material well, managed the class well and used the time effectively. Clustering technique is a good technique to be applied in writing. Students like such technique to be used writing especially recount text. They do test seriously and they are very attentive to the lessons.



4. Documentation

In the field notes, the researcher will pay attention to the activities of teachers and students in the teaching and learning process in writing recount texts using the clustering technique carried out through whatsapp groups. Starting from the opening of the lesson, checking the attendance list, applying the material, the purpose of delivering the material, giving assignments, student enthusiasm and closing the lesson. Then the researcher will take screenshots during the process of applying the clustering technique in writing recount text and taking questionnaire, interview, and observation as picture evidence on students and teacher data after the application of the clustering technique.

Writing encompasses not only the content of the post, but also the process of writing that results in a large amount of content that piques people's attention. From brainstorming, drafting, writing, and correcting, vital writing will necessitate a lengthy process. Anyone, especially students, can carry out this procedure. The steps of the writing process are designed to assist students in learning to write, so that if they have already followed the writing process, they will be able to quickly acquire this talent and produce quality writing.

The majority of them stated that clustering techniques could aid in the production of recount material. They are enthralled by the prospect of using the clustering technique in the creation of recount text. The clustering method is quite intriguing. The majority of them stated that the technique was unique and did not prohibit them from exploring when drawing circles, based on their reasons. Then they agree that clustering is entertaining. Ventis (1990) explain that clustering is a pleasant strategy for creating ideas in the early phases of writing. The first step in writing is critical because it will aid pupils in directing their thoughts so that they can be combined and assembled into a text. They both believe that applying the clustering algorithm to generate recount text is simple. It is easier for them to expand and sort the evidence before writing. After that, write recount text using appropriate clustering approaches. It makes it easier for them to figure out what each paragraph's key point is. The clustering method is also fairly simple to use. The majority of them stated that they enjoy writing, and that the clustering technique has the potential to influence their minds about writing. They claim that learning to produce recall text via the grouping strategy is more effective.

Furthermore, they prefer to write recount material using the clustering methodology rather than the traditional manner. It helps to order the recount text. It is not difficult to use the clustering technique. They thought it was a rather simple strategy to execute. They both agree that using the clustering technique helps they expand their ideas when producing recall material. Kellogg (1990) said that clustering is a visual network of ideas and relationships in which the author creates the relationship between ideas and grouping while focusing solely on the invention. Students had to first figure out what the major idea they wanted to write about.

Based on the result, the researcher can infer that more than ten students and one English teacher at SMPN 1 Arosbaya believe that the clustering technique is a useful tool for composing recount text, and that the students are enthusiastic about using it. As a result, clustering is a very powerful approach that can be applied to any type of writing. It was used by writers in the early stages of writing an essay to locate subtopics and organize content.

Regardless of whether the stimulus can be identified or is unobservable, response is the result of stimulus behavior, i.e. the activity of the individual in question. Alviana (2016) says that a reaction expand when there is a stimulus to which it responds, causing it to behave. Positive and negative responses can be found in student responses to educational media. These students' favorable responses can be used as evidence that they are more comfortable with the learning medium they are using in the classroom. Teacher must be aware of student responses when solving a problem.

Teacher are expected to have a thorough understanding of how students think and process information, as well as the ability to direct students to adjust their thinking if necessary. As a result, the teacher can determine the location and nature of pupils' errors. Students' mistakes might serve as a source of learning information and comprehension for these students.

E. CONCLUSION

Based on the questionnaire, interview, observation and documentation the researcher can be concluded that clustering technique is very helpful in grouping ideas from general to more specific and directed, with the clustering technique teachers and students are easier to write recount texts. This is evidenced by the fact that before the clustering technique, respondents found it difficult to find ideas for writing, but when the clustering technique was applied they found it



easier and easier to find ideas for writing. In addition, students are very enthusiastic in writing recount texts using clustering techniques. They feel that learning to write using the clustering technique is very helpful and fun.



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