

THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE TOWARD WRITING PROCEDURE TEXT

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Abstrak : Penelitian ini dilakukan untuk mengukur keefektifan teknik cluster dalam menulis teks prosedur dari siswa sebagai mahasiswa Roudlotun Nasyiin Mojokerto. Peneliti menggunakan penelitian eksperimen semu untuk desain. Rancangan ini melibatkan dua kelas sebagai subjek penelitian, yaitu kelas eksperimen dan kelas kontrol. Kelas-kelas ini memiliki kemampuan yang sama dalam prestasi bahasa Inggris. Peneliti memberikan perlakuan eksperimen pada kelas perlakuan dan peneliti memberikan perlakuan kontrol pada kelas kontrol. Setelah melakukan perlakuan di setiap kelas, peneliti memberikan post-test. Nilai post-test di setiap kelas akan dibandingkan untuk mengukur dampak dari melakukan perawatan tersebut. Ada dua variabel dalam penelitian ini, yaitu variabel bebas dan variabel terikat. Variabel bebasnya adalah teknik pengelompokan dan variabel terikatnya adalah prestasi menulis. Perlakuan ini diberikan selama beberapa pertemuan sebelum pengambilan data. Hasil penelitian kemampuan menulis siswa setelah diajar dengan teknik clustering sangat baik. Singkatnya, teknik clustering merupakan strategi yang tepat untuk menulis sebuah teks, khususnya teks prosedur. Kemampuan menulis siswa yang diajar dengan teknik non clustering lebih rendah dibandingkan dengan siswa yang diajar dengan teknik clustering. Hasil uji-t adalah 7.153. Setelah mendapatkan skor, peneliti membandingkannya dengan t-tabel ($df = n_1 + n_2 - 2 = 72$; signifikansi 5% = 0,05). Nilai t-tabel adalah 1,666. Ini menandakan bahwa H_a diterima dan H_0 ditolak.

Kata Kunci: Teknik Pengelompokan, Teks Prosedur, Penulisan

Abstract : This research was conducted to measure the effectiveness of cluster techniques in writing text procedures from students as students of Roudlotun Nasyiin Mojokerto. The researcher uses quasi experimental research for design. This design involves two classes as research subjects, the experimental class and the control class. These classes have similar abilities in English achievement. The researcher gave experimental treatment in treatment class and the researcher gave control treatment in control class. After doing the treatments in each class, the researcher gave post-test. The post-test scores in each class will be compared to measure the impact of doing these treatments. There are two variables in this research, independent variable and dependent variable. Independent variable is clustering technique and dependent variable is writing achievement. This treatment is given during some meeting before taking the data. The research result students' ability in writing after taught by using clustering technique was very good. In short, clustering technique was an appropriate strategy to write a text, especially procedure text. The writing students' ability taught by using non- clustering technique was lower than the students were taught by using clustering technique. The result of t-test was 7,153. After got the score, the researcher compared it with t- table ($df = n_1 + n_2 - 2 = 72$; significance 5% = 0.05). The value of t-table was 1.666. It signed that H_a was accepted and H_0 was refused.

Keywords: Clustering Technique, Procedure text, Writing

INTRODUCTION

In the era of globalization like now English is the second language in the world of communication. Some of the branches are listening, speaking, reading and writing (Tarigan, 2009). One of the four branches of learning that will be discussed here is writing (Hamzah, 2008). Writing activity is one of language skills for communication tools. Writing becomes a very important activity to be understood by students because writing is one way of expressing ideas, feelings and thinking ideas so that writing becomes very important to

master (Langan, 2005). Writing also requires reasoning so students can develop key ideas into more complex sentences. According to (Harmer, 2004), writing is a basic language skill, as important as speaking, listening and reading. Especially for students, writing becomes more important to master in conveying ideas during writing activities (Harmer, 2007). Writing is important because students need to know how to develop words into sentences and from sentences to paragraphs and so on. Like Slamet and

Kundharu's statement, they stated that writing is a complex activity because it involves thinking regularly and some requirements related to writing techniques, such as unity of ideas, applying effective and clear sentences, well organized paragraphs, apply good spelling and punctuation and choose the correct vocabulary based on the context (Thomkin, 2006). Writing becomes a means of expressing ideas and thoughts, with the choice of words that make writing easy for readers to understand. Students can write if they want to learn well, know the right technique or way and know the phases or steps in writing. One of the techniques discussed by researchers is clustering technique (Latief, 2014).

Correct technique can help solve problems that prevent students from developing their ideas (Latief, 2016). The technique is divided into 3 phases, the first is the pre-writing phase. Pre-writing is a time to get brain focused. Pre writing is a step for thinking, speaking, reading and writing about topics before writing ones first. The second phase is the writing phase.

The writing phase is the phase in which students begin writing after thinking about the topic at the pre-writing stage. And the last is the phase in the writing process is post-writing. In this phase, the writer or student revises their writing. After doing the three phases above, the writer and students can produce their own writing. So, writing is one of the skills in Indonesian to make communication that has a process and results. Because it has a process and results, writing is also considered as an English language skill that has two characteristics, active and productive (Dadang & Iskandar, 2009: 248). One strategy for developing ideas in writing is Clustering Technique. Clustering is a type of technique that can be used at the pre-writing stage. It was introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University in California in the 1980s. This is a

technique that provides an alternative way for writers to brainstorm before starting to write.

Axelord and Cooper stated that clustering can be useful for any kind of writing (Heaton, 2008). Writers use it in the early stages of planning an essay in order to find subtopic in a topic or to organize information. They may try and discard several clusters before finding one that is promising. Clustering works as follows: Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it, Write ideas relating to that topic around it, circle them and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank and just keep moving around and writing. Write down ideas, examples, facts, or other details relating to each idea, and join them to the appropriate circles. Repeat. As you write and circle new words and phrase, draw lines back to the last word, the central word or other words that can seem connected. Keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and begin to impose some order by clustering and begin to a first draft in writing.

Clustering technique is a technique to turn a broad subject into a limited and more manageable topic a short essay or text. This technique is a good technique that can be used by the teacher and the students in teaching and learning process, especially in teaching and learning about writing a procedure text. This technique is helpful for the students to develop and organize their ideas systematically and to make the students be motivated to write a good text especially procedure text. In this research, the researcher want to measure The Effectiveness of Using Clustering Technique toward Writing Procedure Text for The Eleventh-Grade Students at SMK Roudlotun Nasyiin, Mojokerto..

RESEARCH METHOD

The researcher used quasi-experimental research for the design. This design involves two classes as the subject of the research, experimental class and control class. These classes have similar ability in English achievement. The researcher did a consultation with eleventh-grade English teacher in helping

choose these classes. Besides doing consultation with English teacher, the researcher also look the English mean scores in every first grade class, especially writing scores.

After getting two classes with equivalent mean scores, the researcher was did

the treatment in these classes. The researcher gave experimental treatment in treatment class and the researcher gave control treatment in control class. After doing the treatments in each class, the researcher gave post-test. The post-test scores in each class will be compared to measure the impact of doing these treatments.

The quasi-experimental contains three basic characteristic, they are: the independent variables are manipulated, control variables or control all other variables except the independent variable, and the observation or measurement of the dependent variable as the effect of independent variables (Saddhono, 2011). This research design is experimental research design. There are two variables in this research, independent variable and dependent variable. Independent variable is clustering technique and dependent variable is writing achievement. Experimental treatment is the treatment to apply clustering technique (X) in the experimental class. This treatment is given during some meeting before taking the data. There are some steps in doing experimental treatment in the class.

1. Pre-writing, The researcher explains about material which are going to be learnt and its goal, in this case is procedure text, asks the students about how to make something, asks one of the students to tell how to make something shortly, starts to explain about function, generic structure and language features of the procedure text and give the example, starts to introduce clustering technique.
2. Whilst writing, The researcher starts to make clustering on the white board, catches the main idea, draft the ideas in word form. With the students, the researcher enter the word of each main idea into clustering scheme. In each main idea, the researcher connect it with the supporting idea by using line or curve. With the students, the researcher connected supporting idea with the others supporting idea. With the student, the researcher transforms the ideas in clustering scheme into draft sentence. After draft sentence have been completed, the researcher with the students develop it into a paragraph based on generic structure.
3. Post-writing, The researcher gives a test to the students to write a procedure text

based on their understanding after they accepted the material with using clustering technique that test is also as the post- test in getting data on this research.

Control treatment is given to the control class. The control treatment in this research is a teacher centered strategy (Muslich, 2009). In this treatment, the researcher as the teacher only give an explanation about procedure text and a direct instruction to make a procedure text based on students' knowledge (Porter, 2009). After doing control treatment, the researcher give a post-test which similar with experimental class to get the score. There are some steps in control treatments:

1. Pre-writing, the researcher explains about material which are going to be learnt and its goal, in this case is procedure text, asks the students about how to make something asks one of the students to tell how to make something shortly, start to explain about function, generic structure and language features of the procedure text and give the example.
2. Whilst writing, the researcher asks the students to write it into procedure text based on generic structure and language features, ask the students to discuss together about language features in that text, return to explain the goal of learning at that day, writing experience in a procedure text, gives a paper to each student, this paper contains of instruction to explain how to make something.
3. Post-writing, this test is used by the researcher to get post-test score in control class. After getting that score, the researcher will compare it with experimental class score. For getting score data in both treatments, the researcher use an instrument

There are two variables in this research, independent variable and dependent variable. Independent variable is clustering technique and dependent variable is writing achievement. It's like the researcher has explained in the previous subtitle (Mahsun, 2005). To measure the relationship of those variable, the researcher did the treatments. In this design, quasi-experimental design, there are two classes. They are experimental class and control class. Automatically, there are two different treatments in this research.

The population of the research is the eleventh-grade students at SMK Roudlotun Nasyiin in academic years 2017/2018. Talking about subject of this research, firstly, the researcher explained about population, sample and sampling where they have tight relation to choose the subject of this research. Based on the Arikunto's statement, he states that population is a group of people or accident which investigated. The population in this study is all of the eleventh-grade students at SMK Roudlotun Nasyiin. The number of those students are 312 students.

Sample is a part of the population that would be investigated. The sample in this study are 63 students from 312 students at class XI. Because of using quasi-experimental research design, there are two samples as the population in this research. The population are eleventh-grade students at class XI-TKR 5 and eleventh-grade students at class XI-TKJ 1. These samples are gotten from all population of eleventh-grade students at SMK Roudlotun Nasyiin. For getting the samples, the researcher did a consultation with English teacher in that school to find out the classes which have similar achievement in English. After getting the samples, the researcher started to give treatments.

Research instrument is a optional tool for researcher in collecting data. There are some kinds of research instrument, they are: questionnaire, matching list, observing sheet, test, inventory, scale. The research instrument in this research is a essay test. This instrument will require the students to show the information about how to make something. The instrument in this research is a writing ability test which have been arranged based on curriculum KTSP.

Validity is an ability of the measurement tool to measure correctly (Purwanto, 2008). The test can be called valid id the test can measure what are going to be measured. Validity is a measurement which show the degree of validity about instrument. An instrument can be categorized valid if it has high validity. In contrast, an invalid instrument has low validity. The validity which used in this research are content validity and construct validity. According to the Arikunto, a test has content validity if it can measure the significance aim which similar with subject materials given.

For the test instrument, the examination of content validity can be done by

comparing the content of instrument with subject materials which taught (Sugiyono, 2011). Therefore, the researcher will adjust the content validity of the instrument with indicator material in curriculum KTSP. Before using this instrument, the researcher discussed with expert judges. In this case, they are English teacher in that school and lecturer. The researcher constructed the content validity with developing sub-materials into questions. That questions developed the content of the test.

A test has construct validity if the items of the test can measure every thinking aspect in a instructional goal. The construct validity in this research are gotten by looking the ability of the test in measuring the writing ability. The validity of the test can be mentioned after doing a trial toward research instrument. In calculating the validity of the instrument, the researcher will use correlation product moment formula.

After getting coefficient correlation (R_{xy}), it will be compared with R_{table} in significance 5%. The instrument is valid if the coefficient correlation (R_{xy}) is bigger than R_{table} . If the coefficient correlation (R_{xy}) is smaller than R_{table} , it means that the instrument is invalid. Beside examining the validity of the test, the researcher will also examine the reliability of the text. The definition of reliability is related with the consistence of test result. A test has high reliability if the test can give a consistence result although it used more than once. After getting r , the researcher will compare it with r_{table} in significance 5%. If the coefficient of reliability is bigger than r_{table} , it means that the test is reliable to be used in getting research data.

Data is a material of the information which must be found with suitable technique. It's supported by Misbahuddin and Iqbal in their book, they state that if the data is gotten by wrong way, automatically, the information we get is wrong too. The way to collect data is done by certain ways. Based on the way to collect data, there are for ways to collect data. They are observation, literature investigation, questionnaire and interview (Misbahuddin&Iqbal, 2013). In this research, the researcher collect the data by getting the score. The researcher focused on the writing score by post-test. In getting score, the researcher used scoring rubric for writing. This scoring rubric is adapted from Brown, adapting from Brown's book "Teaching by Principles an

Interactive Approach to Language Pedagogy” That scores are became the data in this research. After get the data, the researcher start to analyze the data by using statistic method (Brown, 2007).

The data which gotten from this research analyzed by using statistic. Analyzing the data needs a certain step and formula. Based on Misbahuddin and Iqbal statement in their book, there are three steps to analyze the data. They are editing, coding and tabulation (Misbahuddin&Iqbal, 2013. Editing is the step to check the data which have been collected to remove the mistakes on the data. The mistakes of the data can be completed or upgraded with recollect data or interpolation data. Coding is giving codes in each data to be a clue or information about the data which analyzed. Tabulation is making table which contains about the coded data based on analysis needed. The researcher finds out the mean of the post-test scores in each sample. After that, the mean of post-test score in treatment and control class compared. The comparison of these post-test score mean showed the effectiveness of the strategy in each treatment. The mean score in this research indicate the degree of writing procedure paragraph after thought by using clustering technique and teacher centered strategy.

The mean score of post-test in each class showed the differences of the students’ writing ability in procedure paragraph between treatment class and control class. For examining the theoretical hypothesis, the researcher used some statistical accounting toward the post-test score. The statistical accounting to examine the theoretical hypothesis will be explained below. Finding the difference post-test scores (D). For finding the difference post-test scores among treatment class and control class, Finding the standard deviation (SD). The researcher used this formula to find out the standard deviation on the test score. Finding the standard error deviation (SEMD), Finding t-score (t0).

The next step, the researcher gave interpretation toward t0 with accounting df firstly. To find out the df, the researcher used formula; $df = N - 1$. After getting df, the researcher matched with t-table in significance 5% and 1%. If the t0 is bigger than t-table, the null hypothesis rejected. It means that the theoretical hypothesis is accepted. If the theoretical hypothesis is accepted, it means that there is improvement toward students’ writing ability in procedure text after using clustering technique..

RESULTS AND DISCUSSION

The students’ ability in writing after taught by using clustering technique was very good. It means that clustering technique arise the students’ ability to get the ideas and to develop it. In short, clustering technique was an appropriate strategy to write a text, especially procedure text. The researcher implemented this strategy in experimental class. After the researcher implemented this strategy for four times, the researcher give a post-test. This post-test required the students to write down their experiences in a procedure text by using clustering technique. The result was good. The score could beyond the minimum standard score (KKM). The result of post-test score in experimental class was explained in the following table:

Table 1. Post-test score in experimental class

No	Initial Name	Minimum Standard Score	Post-test Score
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1	ARBC	73	80
2	ALM	73	82
3	AAJ	73	80
4	AF	73	95
5	ADS	73	85
6	AA	73	75
7	AN	73	78
8	AR	73	85
9	AP	73	79
10	AL	73	85
11	CEWJ	73	80
12	EKS	73	75
13	FNU	73	85
14	IRA	73	80
15	LF	73	75
16	MS	73	75
17	MSR	73	80
18	MLS	73	80
19	MDF	73	80
20	NWA	73	80
21	NWM	73	87
22	NCK	73	80

23	NK	73	75
24	RN	73	80
25	RST	73	75
26	SI	73	75
27	UA	73	80
28	VJ	73	85
29	WKS	73	89
30	ILA	73	88
31	IYA	73	80
32	TM	73	80
Total Scores		2588	
Average Score		80.88	

From the result score above, the researcher concluded that the highest score in experimental class was 95 and the lowest score was 75. The average score in this class was 80.88. It means that clustering technique was effective when it was implemented in writing activity.

The writing students' ability taught by using non-clustering technique was lower than the students were taught by using clustering technique. In this research, the researcher also gave four treatments in this class (control class). It same with the experimental class. But there was a difference step in the treatment where the students in control class were not given clustering technique. The students just drafted their ideas and developed it into sentences. In the control class, there were some students whose got the score below the minimum standard score (KKM). The result of post-test score was explained in the following table:

Table 2. Post-test score in control class statement has explained the difficulties of doing online learning without mobile application.

No	Initial Name	Minimum Standard Score	Post-test Score
1	ANK	73	66
2	ALI	73	69
3	AJK	73	73
4	ADF	73	73
5	AS	73	80
6	ANO	73	73
7	APK	73	70
8	AT	73	80
9	AKL	73	68
10	AQ	73	72
11	CNT	73	73
12	ETS	73	70

13	TSM	73	70
14	IY	73	70
15	LS	73	72
16	PS	73	69
17	JHR	73	73
18	WNS	73	73
19	PKF	73	72
20	NSA	73	75
21	TUM	73	80
22	K	73	73
23	RT	73	73
24	RUL	73	73
25	RIP	73	70
26	SNU	73	73
27	UP	73	87
28	DE	73	73
29	OLS	73	80
30	IG	73	73
31	IWJ	73	63
Total Scores		2269	
Average Score		73.19	

From the result score above, the researcher concluded that the highest score in control class was 87 and the lowest score was 66. The average score in this class was 73.19. It means that clustering technique was less effective when it was implemented in writing activity. The researcher also analyzed the post-test score in each class to test the hypothesis in this research.

The data analysis in this research included accounting the mean score, accounting the standard deviation, accounting variants, testing homogeneity variants and testing the hypothesis. The researcher did analysis manually toward the data. The data analysis in this research included accounting the mean score, accounting the standard deviation, accounting variants, testing homogeneity variants and testing the hypothesis.

After the researcher got the post-test score in each class (experimental class and control class), the researcher did first step in analyzing the data by accounting the mean score.

Mean score in experimental class
 $\bar{X} = 2588$
 $\bar{X} = 80.88$

Mean score in control class
 $\bar{X} = 2269$

$$\bar{X} = 73.19$$

From the calculation of the mean score above, it had been known that the mean post-test score in experimental class was 80.88 and the mean post-test score in control class was 73.19. It shown that the mean score in experimental class which taught by clustering technique was higher than the mean score in control class which taught by non-clustering technique.

After getting the mean score, the researcher continued to find out the standard deviation and variance of this sample. It was also used to test the homogeneity of the sample. Before counting the standard deviation and variance, the researcher counted out the difference value between each student score and the mean score in experimental class and control class.

$$\sum N1 = 32 \sum Xi = 2.588 \sum (xi - \bar{x})^2 = 704$$

$$\sum N2 = 548, 8$$

After getting the number of difference scores in each class, the researcher continued to find out the standard deviation and variance in each sample.

$$S1 = \sqrt{83.48}$$

$$2 = \sqrt{75.63}$$

$$S1 = 9.1367 \text{ (S. Deviation)}$$

$$2 = 8.6965 \text{ (S. Deviation)}$$

$$S12 = 83.479 \text{ (Variance)}$$

$$22 = 75.629 \text{ (Variance)}$$

From the calculation above, the researcher conclude that the standard deviation of sample 1 (X1) was 9.1367 and variance was 83.479. The standard deviation of sample 2 (X2) was 8.6965 and variance was 75.629.

Before testing the hypothesis, the researcher examined the homogeneity of each sample variant. In testing the variant homogeneity, the research use Fischer (F) formula. The variance are homogeny if the value of F is lowest or equal (Fh < Ft) than the value of Ftable in significant (α = 0,05). The explanation of the variant homogeneity was explained below:

Homogeneity Testing (F-test Formula)

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{75.629}{83.479}$$

$$F = 1.103$$

After getting the value of F, the researcher compared it with Ftable (df1 = N1 - 1 = 32 -1; df2 = N2 -1 = 31 - 1). Based on df1 = 31 and df2 = 30 with significant = 5% (α = 0.05) the researcher found that the value of F table was 1.78. After the researcher compared value of Fh with value of Ft, the researcher concluded that Fh was lowest than Ftable (1.031 < 1.78). It means that H0 is accepted and Ha is rejected. It signed that the variance was homogeny. The result of this test was used to test the hypothesis.

The researcher used t-test formula to test the research hypothesis. Like the researcher had explained in the chapter three, there were two t-test formulas in testing the hypothesis with two independence sample. They were Separated Variance and Polled Variance. After the researcher knew that the variance were homogen (σ1 = σ2) and the number of samples in experimental class was different with the samples in control class (n1 ≠ n2), the researcher used polled variance t-test formula for testing the hypothesis. Pooled Variance (t-test formula) we can find t = 3.527.

From the result of calculation above, the t-total obtained value of the research was 3.527 with degree of freedom (df) was (32+31-2) = 61 and level significant 5% (α = 0.05), so the value of t-table was 1.666. It meant that obtained value was higher than t-table (to > tt).

The result of the t-test was used to refuse the H0 (there is no difference significant in writing achievement between the eleventh-grade students at SMK Roudlotun Nasyiin Mojokerto taught by using clustering technique nor without using clustering technique) and to accepted Ha (the eleventh grade students at SMK Roudlotun Nasyiin Mojokerto thought by using clustering technique achieve better score in writing procedure text than those thought using non-clustering technique). Because the t-obtained was higher than t-table, it meant that Ha was accepted ad H0 was rejected.

From the calculation above, it shows that the students' ability in writing procedure text were taught by using clustering technique was better than the students' ability who were taught without using clustering technique. According to the research finding, the researcher found that teaching writing procedure text by using clustering technique was better than without using clustering technique. It was prove from the average score in each group (experimental group and control group). The average score of experimental class

was 80.88 and the average score for control class was 73.19.

After getting the average score, the researcher continued to find out the standard deviation and variances. After calculating the data, researcher got the standard deviation of experimental class was 9.1367 and the variance was 83.479. In the other hand, the standard deviation of control class was 8.6965 and the variance was 75.629.

The researcher continued to test the homogeneity of both samples. The researcher used Fischer (F) formula. By using this formula, the researcher just divided the biggest variance and the smallest variance from both samples. The biggest variance was 83.479 and the smallest variance was 75.629. The researcher entered them into F formula and the result was 1.03. After that, the researcher compared the F value with F table with degree of freedom ($df_1 = 37$ and $df_2 = 35$) with significant 5% ($\alpha = 0.05$). The value of F table was 1.78. Because the F_{total}

was smallest than F_{table} ($1.03 < 1.78$), the researcher conclude that the variance of both samples was homogeny.

The researcher started to test the hypothesis by using t-test formula. Actually, there are two kinds of t-test formula, separated formula and pooled formula. Because the variance was homogeny and the number of both samples was different ($n_1 \neq n_2$), so the researcher used pooled formula. The result of t-test was 7.153. After got the t-test score, the researcher compared it with t- table ($df = n_1 + n_2 - 2 = 72$; significance 5% = 0.05). The value of t- table was 1.666. It means that to is highest than table ($7.153 > 1.666$). It signed that H_a was accepted and H_0 was refused. It means that the eleventh-grade students at SMK Roudlotun Nasyiin were taught by using clustering technique gain better score than the eleventh-grade students at SMK Roudlotun Nasyiin were taught without using clustering technique

CONCLUSION

From the discussion in the previous chapter, some points can be concluded as follows: The average score of the students who were taught writing procedure text by using clustering technique in experimental class is 80.88. The standard deviation is 9.1367 and the variance is 83.479, the average score of the students who were taught writing recount text without using mind mapping in control class is 73.19. The standard deviation is 8.6965 and the variance is 75.629, the result of homogeneity test of both samples is 1.031. The F-table level significant is 0.05 shows that F-table is 1.78. It means that the variance of both samples is homogeny, the t- test level significant t 0.05 shows that t- obtained value is 7.15 and t-table value is 1.66 so there is a significant difference in the students` achievement between those who were taught writing procedure text by using clustering technique and those who were taught writing procedure text without using clustering technique. It means that using clustering technique in teaching writing

procedure text for the eleventh-grade students of SMK Roudlotun Nasyiin Mojokerto in academic year 2017/2018 is effective.

Referring to result of the study, the writer offers some suggestions to be considered in improving the students` ability in writing recount text by using clustering technique in developing ideas. For teacher, clustering technique is the suitable strategy to be implanted in writing activity. By using this strategy, teacher can help students to develop their ideas and combine them chronologically. This strategy is also suitable to practice students` brain to work synergically. For Students, clustering technique can help them to arrange a paragraph or a text structurally. It also help them to reduce the mindset which is mainstream during writing activity, "think what they write". For another researcher, this research can be references if they want to do an experimental in writing skill.

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