THE EFFECTIVENESS OF STUDENTS' CREATIVE WRITING ABILITY THROUGH COLLABORATIVE CLUSTERING TECHNIQUE AND ICT (INFORMATION AND COMMUNICATIONS TECHNOLOGY) IN THE SECOND SEMESTER OF IAIN KEDIRI

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Abstract

The purpose of this study is to observe the effectiveness of learning to develop writing through Clustering Technique and ICT, ICT used is using Edmodo.so this can reduce teacher solutions to overcome problems encountered in teaching and learning activities in writing text writing. This type of research is quantitative, namely pre-experiment. The techniques used in this study are observation, interviews, pre-test, treatment then post-test. Data from this study are information from students and teachers about the teaching techniques used by lecturers when teaching in class. The subjects of this study were English class F students in semester 2 of 2018/2019 school year. This study uses data selection, shows data, and writes conclusions and verification of data analysis results. The findings in this study indicate that the use of clustering techniques and ICT in learning writing is effective. to analyze all data using the formula of Anas Sudijono (P.81). Analysis of the writings is based on Brown's theory (2007). This is indicated by the results of the pre test 71% of students who derived the score above the minimum Mastery Criterion- Kriteria kesan Minimal (KKM) . meanwhile the other 25% students were below that criterion. the lowest achievement gained score 69, the highest score is 86, based on the postest can be know 4 students or 11% get the low score from KKM but 31 students or 89% get the high score from KKM, it will be known that all students 0r 35 students get the high score from KKM.
 In conclusion the results of the post test are better than the results of the pre test.

Keywords: writing, clustering technique, ICT (Information and communications technology)

Abstrak

Tujuan dari penelitian ini adalah untuk mengamati keefektifan pembelajaran pengembangan menulis melalui Clustering Technique dan ICT, ICT yang digunakan adalah menggunakan Edmodo.sehingga hal ini bisa mengurangi solusi guru untuk mengatasi masalah yang dihadapi dalam kegiatan belajar mengajar menulis teks writing. Jenis penelitian ini adalah quantitative yaitu pre experiment.

Teknik yang digunakan dalam penelitian ini yaitu observasi, wawancara, pre test, treatment kemudian post test.. Data dari penelitian ini adalah informasi dari mahasiswa dan guru tentang teknik pengajaran yang digunakan oleh dosen ketika mengajar di dalam kelas. Subjek dari penelitian ini adalah mahasiswa bahasa inggris kelas F semester 2 tahun ajaran 2018/2019. Penelitian ini menggunakan pemilihan data, menunjukkan data, dan menulis kesimpulan dan pembuktian hasil analisis data. Temuan dalam penelitian ini menunjukkan bahwa penggunaan clustering technique dan ICT pada pembelajaran writing adalah efektif. untuk menganalisa semua data menggunakan rumus dari Anas Sudijono (P.81). Analisa dari tulisan –tulisan didasarkan pada teori brown (2007). Hal ini ditunjukkan dengan hasil pre test 71% siswa yang memperoleh skor di atas Kriteria Penguasaan Kriteria Kriteria Minimal (KKM) minimum. sementara itu 25% siswa lainnya berada di bawah kriteria itu. pencapaian terendah diperoleh skor 69, skor tertinggi adalah 86, berdasarkan postest dapat diketahui 4 siswa atau 11% mendapat skor rendah dari KKM tetapi 31 siswa atau 89% mendapat skor tinggi dari KKM, akan diketahui bahwa semua siswa 0r 35 siswa mendapat skor tinggi dari KKM.kesimpulannya hasil post test lebih baik dibandingkan dengan hasil pre test.

Kata kunci : writing, clustering technique , ICT (Information and communications technology)

A. INTRODUCTION

This research discusses about writing. The researcher will develop English by using writing skill to confront the competition in the global era. Writing is one difficult subject at University although the students get knowledge English more when they are at kinder garden till senior high school. So the teacher must create interesting method in order to not make borring when teaching learning process. There are many definitions of writing based on some experts' point of view but the researcher has taken one expert. Thisdefinition is (Raymond : p.2) stated that writing is more than a medium of communication.. It can conclude that writing is not just a way to communicate each other, writing is not just a way to produce language in written text that comes from our thought but it presents emotional expression someone.John (1997:12) states that: " Teacher 's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)".

The research is conducted to achieve the objectives:
1. This research aims to improve student's creative writing ability through collaborative clustering technique and ICT.

2. To know how collaborative clustering technique and ICT can improve student's creative writing ability.

"Clustering is a creative activity, because when creating a clustering people tries to find things related to the topic. Clustering requires a brief period of initial planning" (Axelord and Cooper: p.461). ICT is a modern technology now. The students of university often use ICT everyday. "ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums".(https://en.wikipedia.org/wiki/Information_and_communications _technology.30 Mei 2018: 11.00 wib).

1. Collaborative Teaching Writing Using Clustering Technique and ICT(Information and communications technology)

Collaborative teaching writing using clustering technique and ICT is very important this era cause the students of university always use ICT in their life especially they get duties from their lecturer. The researcher make collaborative in teachig writing process in order to not make borring in the class and the students will get new idea that appropiates now. Collaborative steps of teaching learning process are :

- Connect to the internet.
- Looking for update news now.
- In a word or phrase, write your topic in the center of a piece of paper. Circle it.
- Also in a word or phrase, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center.
- The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.
- Making a topic.
- Organizing (this process involves selecting, subtracing and adding)
- Making outline.
- Making the draft based on your own at power point then save.
- Revising the draft at microsoft word then save.
- Producing and print out your paper.
- Present your power point paper through LCD Projecter in front of class.

- Share your full paper through LCD Projector as a ready product in front of class.

Based on the concept and research review above , applying Collaborative Teaching Writing Using Clustering Technique and ICT(Information and communications technology) approach to teach writing is very effective and building and activating of writing skill from the students.

B. METHOD

To find out the effectiveness of teaching writing by through collaborative clustering technique and ICT(Information and communications technology), the design used in this research is pre experiment design.

Borg, W.r.,Gall, M.D.1989 said that Pre experiment is pre experiments are experiments that are carried out only in one group without comparison. One group is selected, given a preliminary test and then given an experimental treatment, then given a final test, and the final test results are compared with the pre test. This research is conducted at IAIN Kediri for second semester of F class of English major that consists of 35 students in 2018/2019 academic years as the subjects of the study.

The Technique of Data Analysis based on Weigle there are five components presented in the analytical scoring rubric for writing. Those are : content, organization, vocabulary, language use, and mechanics.

Tabel 1.1
Analytical scoring rubric adapted from weigle

Components of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not easy to understand
	1	Quite relevant to the topic but is not easy to understand
Organization	4	Most of the sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	
	1	Few senences related to the main idea
		The sentences are unrelated to each other
Vocabulary & Mechanic	4	A few errors in choice of words, spelling and puctuation
	3	Some errors in choice of words, spelling and puctuation
	2	Occasional errors in choice of words,

		spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

To get the mean of students' writing score uses the formula (Anas Sudijono : P.81)

$$M_x = \frac{\sum X}{N}$$

Mx : Mean
X : Individual score
N : Number of students

The formula of percentage the minimum mastery criteria – kriteria ketuntasan minimal (KKM): (Anas Sudijono : P.81)

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage
F = total percentage score
N = number of students

C. RESULT

To know the advisabilty test instrument, so it tries to give test to the students F Class of English department of IAIN Kediri as research subject. Validity test on this research to use the pettern of momment product correlation. The result of Validity test

Tabel 1. Result of Validity Test

No	R$_{counted}$	R$_{table}$	Notes
1	0,606	0,444	valid
2	0,571	0,444	Valid
3	0,638	0,444	Valid
4	0,615	0,444	Valid
5	0,582	0,444	Valid
1	0,580	0,444	Valid

2	0,693	0,444	Valid
3	0,627	0,444	Valid
4	0,563	0,444	Valid
5	0,562	0,444	Valid
6	0,524	0,444	Valid
1	0,540	0,444	Valid
2	0,545	0,444	Valid
3	0,611	0,444	Valid
4	0,525	0,444	Valid
5	0,580	0,444	Valid
1	0,704	0,444	Valid
2	0,625	0,444	Valid
3	0,585	0,444	Valid
4	0,574	0,444	Valid
5	0,528	0,444	Valid
1	0,573	0,444	Valid

Based on the result of validity test that all questions items value raccount > rtabel (0,444) with significant 5% for n=20. Based on Arikunto (2013), istrument validity criteria is raccount > rtabel, so the question is valid. So, every question is valid.

After doing validity test then doing reliability test to know the trust of instrument. Reliability test in this research uses Cronbach Alpha. The result of reliabilty from Cronbach Alpha is 0,802 and it is very high classification. It is from Classification based on Arikunto (2013) said that reliability coefficient 0,8 till it can very high instrument.

Table 1.3 the result of pre test

Total	Nilai	Ketuntasan
72	82	Tuntas
57	65	Tidak Tuntas
60	68	Tidak Tuntas
57	65	Tidak Tuntas
60	68	Tidak Tuntas
63	72	Tuntas

61	69	Tidak Tuntas
61	69	Tidak Tuntas
61	69	Tidak Tuntas
61	69	Tidak Tuntas
70	80	Tuntas
66	75	Tuntas
69	78	Tuntas
61	69	Tidak Tuntas
61	69	Tidak Tuntas
66	75	Tuntas
71	81	Tuntas
71	81	Tuntas
66	75	Tuntas
68	77	Tuntas
70	80	Tuntas
66	75	Tuntas
76	86	Tuntas
66	75	Tuntas
69	78	Tuntas
72	82	Tuntas
66	75	Tuntas
71	81	Tuntas
73	83	Tuntas
73	83	Tuntas
68	77	Tuntas
68	77	Tuntas
76	86	Tuntas
72	82	Tuntas
75	85	Tuntas
Ratarata	76	25

Ketuntasan klasikal 71%

Based on the result of the pre test, the data showed that 71% there were only three students who derived the score above the minimum Mastery Criterion-Kriteria kesan Minimal (KKM). Meanwhile the other 25% students were below that

criterion. the lowest achievement gained score 69, the highest score is 86, from that analyzing, it could be seen that almost of the F student's writing ability was still good.

Table 1.4 the result of post test

Nilai	Ketuntasan
86	Tuntas
67	Tidak Tuntas
68	Tidak Tuntas
69	Tidak Tuntas
69	Tidak Tuntas
73	Tuntas
75	Tuntas
76	Tuntas
78	Tuntas
77	Tuntas
80	Tuntas
80	Tuntas
81	Tuntas
82	Tuntas
83	Tuntas
81	Tuntas
80	Tuntas
81	Tuntas
77	Tuntas
82	Tuntas
80	Tuntas
83	Tuntas
81	Tuntas
82	Tuntas
82	Tuntas
85	Tuntas
84	Tuntas
85	Tuntas
86	Tuntas
85	Tuntas

86	Tuntas
86	Tuntas
88	Tuntas
89	Tuntas
88	Tuntas

Rata-rata 80
Ketuntasan klasikal 89%

Based on the postest can be know 4 students or 11% get the low score from KKM but 31 students or 89% get the high score from KKM, it will be known that all students 0r 35 students get the high score from KKM.

D. DISCUSSION

This section discusses the research findings how to improve and develop writing's student ability in writing skill by using collaborative clustering technique and ICT(Information and communications technology) in the class. The application is conducted for eight meetings in which one for pre test and the one meeting for post test.

According to the result of the evaluation between the writer and the teacher, it could be assumed that the use of clustering techniques and ICT in learning writing is effective. to analyze all data using the formula of Anas Sudijono (P.81). Analysis of the writings is based on Brown's theory (2007). This is indicated by the results of the pre test 71% of students who derived the score above the minimum Mastery Criterion- Kriteria kesan Minimal (KKM) . meanwhile the other 25% students were below that criterion. the lowest achievement gained score 69, the highest score is 86, based on the postest can be know 4 students or 11% get the low score from KKM but 31 students or 89% get the high score from KKM, it will be known that all students 0r 35 students get the high score from KKM. In conclusion the results of the post test are better than the results of the pre test.

E. CONCLUSION AND SUGGESTION

Based on the theories, method, finding, discussion, this study indicate that developing writing's student ability in writing skill by using collaborative clustering technique and ICT(Information and communications technology) in the class is very effective for the students of second semester of IAIN Kediri exactly F class. It can be seen from the result of scores between pre test and post test.

There some suggestions for further research and practical purpose. The suggestions are the best way in teaching writing and using collaborative clustering technique and ICT(Information and communications technology) is an

alternative solution for helping students to achievement of the goal of teaching english in writing skill.

For further research, it suggested that this reseach used pre experiment design in teaching writing ability that the use of clustering techniques and ICT in learning writing is the best way and effective to teach writing at university, firstly the students of the second semester of English. Second, this study is carried out at IAIN Kediri for F class of second semester. It is useful for the next research to be conducted on a bigger scale.

For practical purposes, based on the result above that rthere are some recommendations purposed. For the institution, it is suggested that the strategy can be adopted by the institution to develop students' writing ability. For the teachers, it is recommended to English teacher to use the strategy because it's very effective to help students to be authority about English exactly writing skill.

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