



THESIS

**CLUSTERING TECHNIQUES FOR ENHANCING STUDENTS'
WRITING SKILL IN NARRATIVE TEXTS**



**ENDANG DWI ROHMAH
2321002**

SUPERVISOR:

USWATUN QOYYIMAH, S.S., M.Ed., Ph.D

NAILUL FAUZIYAH, S.Hum, M.Pd

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF BUSINESS, LANGUAGES, AND EDUCATION
UNIVERSITY OF PESANTREN TINGGI DARUL ULUM
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Thesis

Clustering Techniques for Enhancing Students' Writing Skill in Narrative Texts

Submitted to:

Department of English Language Education

To be Examined by Examiners for
Further Academic Progression

Authored By:

Endang Dwi Rohmah
2321002

Supervisors:

Uswatun Qoyyimah, S.S., M.Ed., Ph.D

Nailul Fauziyah, S.Hum, M.Pd

Department of English Language Education
Faculty of Business, Languages, and Education
University of Pesantren Tinggi Darul Ulum
Jombang
July 2025



APPROVAL SHEET

This document certifies that the thesis proposal titled " *Clustering Techniques for Enhancing Students' Writing Skill in Narrative Texts* " authored by Endang Dwi Rohmah, has received approval from the thesis supervisors for presentation in an oral examination before the appointed examiners at the Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, July 9, 2025

Thesis Supervisors

1. Uswatun Qoyyimah, S.S., M.Ed., Ph.D

(Supervisor I)

()

2. Nailul Fauziyah, S.Hum, M.Pd

(Supervisor II)

()

Head of English Education Department,



H. Achmad Farid, S.S., M.A., Ph.D.



THE LEGITIMATION OF THE BOARD OF EXAMINES

THESIS

Clustering Techniques for Enhancing Students' Writing Skill in Narrative Texts

Authored and submitted by:

Endang Dwi Rohmah

2321002

Defended in front of the board of examiners

On July 10, 2025

The Board of Examiners:

1. Nailul Fauziyah, S.Hum, M.Pd

(Chair)

()

2. Trikaloka Handayani Putri, S.S, M.Pd

(Examiner I)

()

3. H. Achmad Farid, S.S, M.A, Ph.D

(Examiner II)

()

Jombang, July 10, 2025

Dean





Dr. Wiyik Maryati, S.Sos., M.S.M



DECLARATION

Name : Endang Dwi Rohmah
Student's ID (NIM) : 2321002
Department : English Language Education
Faculty : Faculty of Business, Languages, and Education

With dedicated effort, I declare that this thesis on titled "Clustering Techniques for Enhancing Students' Writing Skill in Narrative Texts" is an original work, free from plagiarism and unnecessary replication. Any references to the work of others are appropriately acknowledged through citations, quotes, and references included in the thesis.

In the event that this statement is demonstrated to be incorrect, the researcher readily accepts full responsibility within the domain of the English Language Education Department, Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, July 9, 2025

Endang Dwi Rohmah



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The author realizes that this thesis is far from perfect. Therefore, the author sincerely accepts all of suggestions and constructive criticism for future improvements. Hopefully this study can provide benefits for readers.



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ABSTRACT

Rohmah, Endang Dwi.(2025). *Clustering Techniques for Enhancing Students' Organization and Writing Skill in Narrative Texts*. Department of English education. Faculty of Teacher Training and Education. University of Pesantren Tinggi Darul Ulum Jombang. Pembimbing: (I) Uswatun Qoyyimah, S.S., M.Ed.,Ph.D (II) Nailul Fauziyah, S.Hum, M.Pd.

Many students of junior high school struggle in writing narratives text. This study aims to improve the narrative writing skills of eighth-grade students using clustering techniques. The research employed the Classroom Action Research (CAR) method at SMPN 1 Mojoagung, involving two cycles with a total of 30 students. Data were collected through writing tests and classroom observations. In the first cycle, only 40% of students met the Minimum Mastery Criterion (KKM), with an average score of 69.63. Student involvement in class activities was also relatively low at 70%. After revising the lesson plan in the second cycle, student achievement improved, with 75% of students meeting the KKM and an average score of 77. Improvements were particularly evident in aspects of coherence, creativity, and detail development in students' writing. In addition, student involvement increased to 100% during the learning process. These findings suggest that clustering techniques can serve as a beneficial pedagogical approach to enhance students' narrative writing achievement and promote active classroom participation in English learning.

Keywords: *clustering technique, writing skill, narrative texts*

ABSTRAK

Banyak siswa sekolah menengah pertama mengalami kesulitan dalam menulis teks naratif. Penelitian ini bertujuan untuk meningkatkan keterampilan menulis naratif siswa kelas VIII dengan menggunakan teknik clustering. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) di SMPN 1 Mojoagung yang dilaksanakan dalam dua siklus dan melibatkan total 30 siswa. Data dikumpulkan melalui tes menulis dan observasi kelas. Pada siklus pertama, hanya 40% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM) dengan rata-rata nilai 69,63. Keterlibatan siswa dalam aktivitas pembelajaran di kelas juga tergolong rendah, yaitu 70%. Setelah perbaikan pada rancangan pembelajaran di siklus kedua, capaian siswa meningkat, dengan 75% siswa mencapai KKM dan rata-rata nilai meningkat menjadi 77. Peningkatan terlihat terutama pada aspek koherensi, kreativitas, dan pengembangan detail dalam tulisan siswa. Selain itu, keterlibatan siswa dalam proses pembelajaran meningkat menjadi 100%. Temuan ini



menunjukkan bahwa teknik clustering dapat menjadi pendekatan pedagogis yang bermanfaat untuk meningkatkan pencapaian keterampilan menulis naratif siswa dan mendorong partisipasi aktif dalam pembelajaran bahasa Inggris.mendorong partisipasi aktif dalam pembelajaran bahasa Inggris

Kata kunci: *teknik clustering, keterampilan menulis, teks narasi*

