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Abstract

The research was conducted in Reading for General Communication Class for first semester students of English Education Study Program of STKIP PGRI Trenggalek. The purpose of the research was to implement clustering and paraphrasing to help students comprehend the passage of descriptive paragraph. To get the data, the researchers used observation checklist, test and questionnaire. The test was formed in paraphrasing of passage given. The questionnaire was delivered to get information about the students' responses during the use of clustering in learning reading. Based on the students' work, it shows that their reading comprehension was good after the use of clustering. The average of their paraphrasing was 82.34. The questionnaire' result also indicates that the students gave positive and good response during the use of clustering. It assisted them to get the idea of the paragraph and expressed in their paraphrase.

Keywords: Clustering, Paraphrasing, Descriptive Paragraph

INTRODUCTION

As a mother of language, learning reading can be pleasure activity, but sometimes it seems difficult if learning it is started from the foreign language. The learners of foreign language are managed by their teacher because learning reading is one of classroom activities. Harmer (2007) states that the place or environment where the students are learning is formed by surrounding them and the teacher is one of them. Further, Damayanti (2019) also argues that the teacher has big role to motivate the students in classroom activities. In conclusion, all activities applied by the teacher can affect the students' motivation and stimulate the students in learning process.

The teacher should be able to use the appropriate strategies in teaching reading. One of the strategies can be used is clustering. According to Oshima and Hogue (2007), clustering is prewriting technique that can use to get ideas. It is one of visual ways to obtain the idea. Some steps of making clustering are: (1) writing the topic in the circle of the paper, (2) thinking about related ideas and write them in smaller circles around the first circle, (3) producing more ideas and therefore more circles around it. Further, Sari and Wahyuni (2018) explain that clustering can be used to increase the students' motivation and stimulate their ideas. It can be used to stimulate the students' motivation as prewriting in writing process. Lestari et al (2022) add that clustering is preliminary writing by expressing related ideas through lines, boxes, circles and arrows to arrange sentences in to a good passage. Clustering not only can be used for writing activity, but also can be implemented in reading activity. By using clustering, the students will be easier to gain the important information or ideas from the text. It assists the students to comprehend the text or passage easily.

In conclusion, clustering helps to get the idea easier of the passage. The learners can obtain the important information by writing it in their clustering. They get keywords of the passage to take idea expressed in the passage.

Several researches of clustering were conducted. First, it was conducted by Sari and Wahyuni (2018) with the research title 'The Use of Clustering Technique to Improve The Students' Skill in Writing Descriptive Paragraph' The research was aimed to find out whether there was significant difference between the students' who were taught in writing descriptive paragraph through Clustering. The research was conducted in SMP Negara Sriwijaya Palembang. The result of research shows that there was significant difference between the students who were taught by using clustering in writing descriptive paragraph and the students who were not taught by using clustering. The similarity of this research and present research is both of them used clustering in classroom activity and the difference is the previous research applied clustering for writing activity, but the present research implemented clustering for reading activity. They also differ in applying the strategy. The previous research only implemented clustering, but the present research also utilized paraphrasing in classroom activity. The second research related with clustering was conducted by Lestari et al (2022) with the research title "Utilizing Clustering Technique to Enhance Students' English Writing Performance". The research was conducted for vocational

high school students. The purpose of the research was implementing clustering to enrich the students' performance of writing descriptive paragraph, knowing the participation of the students using clustering in learning and teaching writing the descriptive text and finding the improvement of students' performance in writing by using clustering. The result shows that clustering enriched the students' performance in writing descriptive paragraph and stimulated the students' participation, activeness, attention, seriousness and motivation in learning writing. The similarity of this research and present research is both of them used clustering in classroom activity and the difference is the previous research utilized clustering for writing activity, but the present research applied clustering for reading activity. The present research also implemented paraphrasing but the previous research only applied clustering.

Paraphrasing is one activity in learning reading. According to Howard et al in Mira and Fatimah (2020), paraphrasing in strategy to preserve context and the meaning of words by restating information and ideas from different source in innovative language. Further, Dollahite & Haun in Mira and Fatimah (2020) add that paraphrasing can be a way in monitoring someone's comprehending of the text. It can be concluded that paraphrasing as one of strategy to comprehend the text by restating the information and ideas in different words. Na & Mai in Rafiqa et al (2023) explain that paraphrasing as essential competence in writing context is cognitive ability and involves the higher order thinking in high level of writing and reading competency.

Reading for General Communication aims at improving the students' reading comprehension of basic reading with various topics of the passage. It also purposes to practice reading faster with a good understanding of the passage. In the research, the researchers applied clustering and paraphrasing.

Based on the description above, the researchers are motivated to implement clustering and paraphrasing in Reading for General Communication class. The subjects were the first semester students of English Education Study Program of STKIP PGRI Trenggalek. The research is aimed to implement clustering to teach Reading for General Communication. The researchers are motivated to know the students' comprehension after the use of clustering and paraphrasing. The research also aims to know the students' responses during clustering and paraphrasing were implemented.

RESEARCH METHOD

The researchers used qualitative design to conduct the research. According to Ary et al (2002), qualitative aims to seek the phenomena understanding by emphasizing the whole of picture rather than breaking it in two or more variables. Case study was used in the research. The research was conducted to apply clustering and paraphrasing in reading class and the text discussed was descriptive text. The researchers applied clustering and paraphrasing to know the students' understanding of the text. The students' responses were also investigated after clustering and paraphrasing were implemented.

The subjects of the research were the first semester students of English Education Study Program at STKIP PGRI Trenggalek who were joining Reading for General Communication subject. The research was done in several steps. First, the researchers gave a descriptive text to the students. Then, they discussed the text for a while. The researchers gave material about clustering and how to make it. Next, the researchers asked to students to make clustering of the text given. They guided the students how to make it. After all students made clustering, the researchers taught how to make paraphrasing. They instructed the students to make paraphrasing based on the clustering made before.

For obtaining the data, the researchers used observation checklist, test and questionnaire. Observation checklist was used to get information if the researchers conducted the research suitable with steps prepared. Test was conducted to know the students' understanding of the text. Paraphrasing was used as test to evaluate it. Questionnaire was delivered to find the students' responses after the use of clustering and paraphrasing in learning reading. Five options were provided to respond the statements about the implementation of clustering and paraphrasing. They were Strongly Agree, Agree, Undecided, Disagree. Strongly Disagree.

FINDINGS OF THE RESEARCH

The research result can be seen from questionnaire result, the observation checklist and test result. The observation checklist shows that the researchers implemented clustering and paraphrasing well. All steps were applied by the researchers suitable with activities prepared in observation checklist. The result of

questionnaire also shows that the students gave positive and good responses. It is presented in the following table
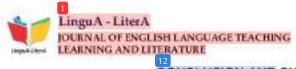
Table 1. The Students' Responses Result of Clustering and Paraphrasing

No.	Statement	SA	A	U	D	SD
1.	Clustering is one of good strategy in learning reading	11	11			
2	Clustering is easy to be made	9	13			
3.	Clustering helps us to find ideas and information of the text easily	17	5			
4.	Clustering assists us to understand the text easily	15	7			
5.	Clustering can be applied to get the content of the text	13	9			
6.	Paraphrasing can be used in learning reading	10	12			
7.	Making paraphrasing is easier with clustering made before	12	10			
8.	Paraphrasing helps us to comprehend the text	10	12			
9.	Paraphrasing guides us to gain information restated	8	14			
10.	Clustering and paraphrasing are needed in learning reading	16	6			

Note: SA: Strongly Agree, A: Agree, U: Undecided, D: Disagree, SD: Strongly Disagree

Based on the table above, it can be seen that the students gave good responses toward the implementation of clustering and paraphrasing. Clustering helps them to obtain the ideas and information of the text easily. They also agree if clustering was easy to be made. Consequently, the text was easier to comprehend by creating clustering. Paraphrasing also assists the students to understand the text by restating the ideas and information with their own words. Paraphrasing was easier to be arranged with clustering that made before. They had key words from clustering to arrange in their paraphrasing. In conclusion, clustering and paraphrasing assist the students to understand the text easily. Clustering guides them to paraphrase easily. They used the key words written in their clustering to paraphrase the text.

The test result of paraphrasing was also good. The average of students' paraphrasing was 82.34. It can be seen that the students had idea to be written in their paraphrasing. They used the written words in their clustering to be developed in their paraphrasing. The words in clustering guided them to arrange the paraphrasing easily. Consequently, they could restate the idea and information with their own words.

CONCLUSION AND SUGGESTION

Based on the result of the research, it can be concluded that clustering and paraphrasing assisted the students to gain the information of the text easily. The questionnaire result about the use of clustering and paraphrasing shows that the students gave good and positive response. Clustering helped them get the ideas of the text by visualizing them. The students could find ideas and information of the text and understand the content of it easily. By making clustering, the students easily constructed the paraphrase of the text. They used the key words written in their clustering in paraphrasing. Paraphrasing guided them to gain information to restate the content of the text. It can be seen from the result of it. The mean score of students' paraphrasing was 82.34. In conclusion, clustering and paraphrasing helped the students understand the text easily.

Suggestion are given to the teachers or lecturers and next researchers. The teachers or lecturers can use clustering and paraphrasing in teaching reading. Clustering and paraphrasing can also be applied for different text. The next researchers are also recommended to conduct the research about clustering and paraphrasing in different design or types of the text.

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