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# Teacher's Perception on the Implementation of Clustering Techniques Using Sticky Note Media in Teaching Writing Recount Text at the Tenth Grade of Senior High School

Ismil Mubarok[1], Rini Listyowati[2], Ina Daril Hanna[3]
[1,2,3]Pendidikan Bahasa Inggris, Universitas Islam Madura, Pamekasan, Jawa timur
Corresponding Email: Ismilmubarok76@gmail.com

## Abstract

This study investigates the use of sticky note media and clustering approaches in the teaching of writing recount texts at SMAN 3 Pamekasan. When producing recount texts, many students struggle with concept organization and consistency. In order to overcome these obstacles, the instructor used sticky notes in conjunction with the clustering strategy to help the students write better. One English instructor at SMAN 3 Pamekasan was the subject of this qualitative case study, and information was gathered via documentation, semi-structured interviews, and observation. An interactive model that included data reduction, data display, and conclusion drawing was used to examine the data. According to the results, students' creativity and organizational skills were greatly enhanced by the clustering technique using sticky notes. Sticky notes' adaptability and visual format made it easier for pupils to organize and link their ideas. The teacherte thought well of the approach, observing a rise in student engagement and motivation. Modelling and guided practice helped to overcome the initial bewilderment of the students and the restricted availability of materials. The study comes to the conclusion that this method supports critical thinking and active involvement in addition to improving students' writing skills, which is in line with curriculum objectives.

**Keywords:** *Clustering Technique, Sticky Notes, Writing Skills, Recount Text, Qualitative Study*

**Introduction**

Writing is a fundamental skill in English language learning, enabling students to express thoughts, experiences, and information in a structured and coherent manner. However, writing remains one of the most challenging language skills for students to master, particularly in foreign language contexts. According to a 2023 national report on Indonesian education, writing proficiency among high school students remains significantly lower than reading or listening skills, often due to limited vocabulary, weak grammar, and difficulty organizing ideas. These challenges are especially evident in writing recount texts, which require clear chronological sequencing and coherence.

Recount text is a genre that retells past experiences or events in chronological order to inform or entertain. As Yeni (2023) explains, recount texts help students articulate past events meaningfully, promoting reflection and narrative skill. Yet, many students struggle with this genre due to difficulties in organizing ideas, using appropriate verb tenses, and maintaining cohesion. At SMAN 3 Pamekasan, teachers report that students often face issues such as incorrect grammar, limited vocabulary, and lack of idea development. According to Sartika et al. (2022) students often struggle with grammar, verb usage, capitalization, punctuation, spelling, prepositions, and vocabulary when writing recount texts. These challenges hinder their ability to produce well-structured texts, leading to a lack of clarity and effectiveness in writing. Therefore, innovative teaching techniques are needed to address these issues and improve students' writing ability.

One great method to help writing recount text is the clustering technique, which helps students visually organize ideas and make logical connections. Clustering is a pre-writing approach that graphically represents ideas by using diagrams such as circles, lines, or arrows to map thoughts (Husda et al., 2023). It encourages creativity and helps students structure their arguments more effectively. In addition, integrating sticky notes into grouping techniques can further support the organization of ideas and foster active participation. Sticky notes are flexible, easy to rearrange and visually appealing, making them suitable for grouping activities. (Fitratullah, 2021). By employing this technique, teachers can provide students with a secure setting in which to explore their creative potential. Teaching recount text using clustering technique also requires appropriate learning media because learning media can support the successful in using teaching technique.

Several studies have been conducted to explore techniques to improve students' writing skills, particularly in writing recount texts. (Berlianti et al., 2023) investigated the effectiveness of the grouping technique in teaching writing retellings and concluded that it significantly improved students' writing skills. Similarly, Hidayatullah et al., (2023) analyzed the effect of clustering techniques on students' achievement in writing recount texts and found that students

demonstrated better performance after using the technique. Additionally, Putra et al., (2019) examined the implementation of clustering techniques to enhance students' writing skills in hortatory exposition texts, while Lestari et al., (2022) focused on the effectiveness of clustering techniques in writing procedural texts. Despite these positive findings, most of the existing studies focused on quantitative approaches, using experimental and quasi-experimental designs to measure the effectiveness of clustering techniques.

Although previous studies have demonstrated the effectiveness of clustering techniques in improving writing skills, there is still a gap in understanding how teacher perceive the use of clustering techniques, especially when integrated with sticky note media. Additionally, the use of sticky note media in conjunction with clustering techniques has not been extensively examined, particularly from a qualitative perspective. Most of the existing research only measured the quantitative impact of clustering techniques on writing performance, leaving a gap in exploring teachers' perceptions and the practical implementation of these techniques in classroom settings.

Based on the gap identified, this research aims to explore teachers' perceptions of the implementation of clustering techniques using sticky note media in teaching recount texts at SMAN 3 Pamekasan. The objectives of this study are to describe the effectiveness of clustering techniques when combined with sticky note media and to identify the challenges faced by teacher in implementing this method. The novelty of this study lies in the integration of clustering techniques with sticky note media, which has not been widely examined in previous research, particularly from a qualitative standpoint. This study also provides practical insights into how clustering techniques with sticky note media can be effectively applied to enhance students' writing proficiency.

**Method**

This study employed a **qualitative case study** to explore the teacher's perception of the implementation of clustering techniques using sticky note media in teaching recount texts at SMAN 3 Pamekasan. A qualitative approach was deemed appropriate as it allows for in-depth exploration of individual experiences and classroom practices in their natural setting. According to Creswell (2003) qualitative research is suitable for examining social phenomena, focusing on understanding participants' experiences and perspectives in a natural context. The study was conducted at SMAN 3 Pamekasan, focusing on one English teacher who teaches the tenth-grade class B.

The participant was selected using purposive sampling, based on their active use of clustering techniques with sticky note media in writing instruction. The teacher had more than five years of teaching experience and was familiar with student-centered strategies. Although the sample size was limited to one

participant, this is consistent with the case study design, which emphasizes depth over breadth and focuses on the richness of individual experience.

The data collection techniques used in this study include observation, interview, and documentation. Passive (non-participant) observation was conducted during a series of writing lessons to examine how clustering with sticky notes was implemented. The researcher observed three 90-minute sessions, noting teaching practices, student engagement, use of materials, and classroom interactions. Observation sheets were used to systematically record events. A semi-structured interview was conducted with the teacher to gain deeper insights into their perceptions of the technique.

The interview included open-ended questions related to the effectiveness, benefits, challenges, and comparison with traditional methods. Follow-up questions were added during the interview to probe responses further. The interview was recorded (with consent) and later transcribed for analysis. Supporting documentation included lesson plans, photos of student work, and sticky note clustering charts. These materials were used to validate findings from observations and interviews.

Prior to data collection, informed consent was obtained from the teacher, who was fully informed about the research objectives and their voluntary participation. The researcher ensured confidentiality and anonymity by using pseudonyms and storing data securely. No students were interviewed or identified. The study received ethical clearance from the English Education Department at Universitas Islam Madura. The researcher acknowledged their dual role as both observer and analyst, and took steps to minimize bias during data collection and interpretation. A reflexive journal was maintained throughout the study to document researcher assumptions, decisions, and reflections during the research process.

The data analysis process follows the interactive model of Bingham (2023), which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction involves Selecting, coding, and organizing relevant information from the raw data. After reducing, data display used to present the data in matrices and visual forms to facilitate pattern recognition. Finally, conclusions are drawn based on the presented data, identifying emerging themes, interpreting meanings, and validating findings across data sources.

To ensure credibility and validity, the study applied data triangulation by comparing results from observations, interviews, and documentation. Methodological triangulation further enhanced the reliability of the study by combining multiple methods. Member checking was conducted by sharing interview transcripts and interpretations with the participant to confirm accuracy. By employing these rigorous procedures, this study aimed to provide an in-depth, reliable, and contextually grounded understanding of how clustering techniques with sticky note media are perceived and implemented in the classroom.

**Results and Discussion**

**Result**

**1.1 Teacher's Perception of Clustering Technique Using Sticky Note Media**

The teacher of class X-B at SMAN 3 Pamekasan perceived the clustering technique using sticky note media as highly effective in improving students' writing abilities, particularly in recount text. According to the teacher, clustering enabled students to visualize and structure their ideas, while sticky notes supported flexibility, creativity, and engagement. The visual nature of sticky notes helped students rearrange and revise ideas with ease, making the planning stage of writing more interactive.

*"This method helps students a lot in organizing their thoughts. They can move the sticky notes around, group their ideas, and build their story step by step. It makes the process less stressful,"* the teacher stated.

In addition, the technique was found to stimulate critical thinking and encourage participation. Students who were previously passive became more involved during writing activities. However, the teacher also reported initial student confusion and limited media availability as challenges. These were mitigated by providing guided modeling, practice sessions, and preparing adequate materials in advance.

A summary of key responses from the teacher interview is presented below:

Table 1 Teacher's Perception of Clustering Technique Implementation

| No | Question | Teacher's Response |
|---|---|---|
| 1 | Perception of the technique | Highly effective; helps students visualize and structure recount texts |
| 2 | Impact on writing | Enhances creativity and systematic idea development |
| 3 | Sticky note benefits | Flexible and easily rearranged, encourages revising |
| 4 | Challenges | Student confusion and limited materials |
| 5 | Overcoming challenges | Practical demonstrations and step-by-step guidance |
| 6 | Suggestions | Ensure media availability and train students beforehand |
| 7 | Comparison with traditional methods | More interactive and student-centered |

**1.2**   Implementation of Clustering Technique in Teaching Recount Texts

The implementation of clustering techniques using sticky note media was carried out in three main stages: opening, main activity, and closing. During the opening stage, the teacher greeted students, introduced the topic, and explained the objectives of the recount writing lesson and the clustering method. In the main activity, Students were grouped and guided in using sticky notes to create idea clusters. They brainstormed, categorized, and sequenced events visually before drafting their texts. In the closing stage, Students shared their clusters, received feedback, and reflected on the writing process.

The classroom observation revealed that students were actively engaged in the clustering activity. The use of sticky notes encouraged participation as students felt more involved in the learning process. The clustering technique, combined with sticky notes, allowed students to generate ideas freely and arrange them logically before composing recount texts. This finding aligns with Hidayatullah et al. (2023), who noted that clustering techniques significantly improve students' writing performance by promoting active involvement and structured thinking. Classroom observations confirmed that students were actively engaged, frequently discussing ideas with peers and contributing to group clusters. Many students expressed increased enjoyment and confidence in writing, as the activity allowed them to break down the writing process into manageable steps.

Table 2. Implementation of Clustering Technique in Teaching Recount Text

| Activity | Opening | Main Activity | Closing |
|---|---|---|---|
| | Greeting, stating objectives, and motivating students | Demonstrating clustering with sticky notes, assisting students in forming idea maps | Presentation of clusters, feedback, and reflection |

**Discussion**

**2.1** Effectiveness of Clustering with Sticky Note Media

The findings reveal that integrating clustering techniques with sticky note media is a powerful strategy for teaching recount texts. The visual and flexible format of sticky notes allows students to map out their thoughts dynamically, supporting cognitive development and creative expression. These results align with Fitratullah (2021), who emphasized the value of sticky notes in enhancing student participation through visual learning. As mentioned by Fitratullah (2021), sticky note media supports creative thinking by allowing students to visually manipulate their ideas.

Furthermore, the teacher's positive perception of the technique emphasizes its practical benefits, as it promotes active learning and student-centred teaching. The teacher's positive perception suggests that this method is not only practical

but also supports constructivist learning principles, where students actively build knowledge through exploration and interaction. Students move from abstract thinking to concrete writing, with clustering serving as a cognitive bridge. Despite its advantages, the teacher encountered challenges such as, Initial confusion about connecting ideas within the clusters, limited access to sticky notes or supporting materials. These were addressed through, detailed instructions and modelling of the clustering process, ensuring sufficient supplies and allowing time for practice, this highlights the importance of teacher preparation and scaffolded learning, particularly when implementing unfamiliar techniques.

### 2.2 Comparison with Previous Studies

The results of this study are consistent with the findings of previous research, which demonstrated that clustering techniques improve students' writing skills, particularly in recount texts. Studies by Berlianti et al. (2023) and Hidayatullah et al. (2023) have shown that clustering techniques lead to better writing outcomes compared to traditional teaching methods. However, this study extends prior work by focusing on the teacher's perspective and combining clustering with sticky note median aspect rarely addressed in existing literature.

Unlike studies that relied on pre- and post-tests, this qualitative study provides rich descriptive data on how the technique is implemented and perceived in real classroom settings. The use of sticky notes adds an interactive, physical dimension that supports kinaesthetic and visual learners, making the technique more inclusive and effective.

To boost student engagement, teachers should incorporate visual aids and media. Additionally, pre-teaching sessions and modelling are essential for reducing student confusion. Group work utilizing sticky notes is another valuable strategy, as it promotes collaboration and shared ownership of learning. These techniques, particularly the clustering technique, are well-suited for Indonesian secondary education because they align with Kurikulum Merdeka's focus on fostering creativity, problem-solving, and active learning. Since this was a single-participant case study, the findings are context-specific and not broadly generalizable. The study also lacked student interviews, which could have provided more balanced insights. Therefore, future research should consider exploring students' perceptions of this technique, applying it in other genres (such as narrative or exposition), and comparing its effectiveness across multiple classrooms or schools.

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**Conclusion**

This study investigated the implementation of clustering techniques using sticky note media in teaching recount texts at SMAN 3 Pamekasan, focusing on the teacher's perceptions and classroom practices. The findings demonstrate that combining clustering techniques with sticky notes is an effective strategy to support students in generating, organizing, and structuring their ideas during the writing process. The teacher perceived this approach as beneficial for enhancing student creativity, motivation, and participation—particularly in writing recount texts, where chronological sequencing and clarity are essential.

The use of sticky notes provided a visual and interactive learning experience, allowing students to physically manipulate their ideas, revise freely, and collaborate with peers. This aligns with student-centred pedagogical approaches encouraged by the current Kurikulum Merdeka. While challenges such as limited resources and initial student confusion were present, these were successfully addressed through practical demonstrations, scaffold guidance, and adequate material preparation.

Importantly, this study contributes to the field of English language teaching by offering a qualitative perspective on the integration of clustering techniques with sticky note media—an area that has received limited attention in existing research. By exploring the technique from the teacher's viewpoint, this research provides valuable insights into the practical aspects of implementation, including perceived effectiveness, challenges, and solutions.

The novelty of this study lies in its focus on combining clustering with physical media, offering an alternative to purely digital or conventional brainstorming methods. It also highlights the importance of teacher agency in adapting and innovating teaching strategies to meet students' needs. Based on the findings, it's recommended that English teachers consider adopting clustering with sticky note media as a pre-writing strategy, especially for genres like recount texts. Additionally, teacher training programs should include workshops on visual organization techniques to support creativity and structured writing. Finally, schools should ensure the availability of affordable, reusable media like sticky notes to foster innovative teaching practices.

Further research could expand on these findings by incorporating student perspectives, testing the technique across different genres or proficiency levels, or comparing its impact in digital vs. physical formats. Such studies would strengthen the evidence base for adopting clustering strategies as a core component of writing instruction in EFL contexts.

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