Improving The Students' Writing Skill By Using Clustering Technique

Muhyiddin Aziz[1], Imam Mudofir[2], Eda Maaliah[3], Alief Sutantohadi[4], Yulius Harry Widodo[5], Dian Palupi[6], A'thi Fauzani Wisudawati[7]
[1-7] Program Studi Bahasa Inggris, Politeknik Negeri Madiun
Korespondensi Penulis: dianpalupi@pnm.ac.id

Abstract. The main aim of the research was to find out the improvement of the students' writing skill through a clustering technique. This study was a Classroom Action Research (CAR) which was done in three cycles by following the stages of planning, acting, observing, and reflecting. The subjects of the research were 26 students of English Study Program in Madiun State Polytechnic. The data collected were in the forms of qualitative and quantitative. The researchers used quantitative data taken from the scores before implementing a clustering technique (pre-test) and the scores after the implementation (post-test). Besides, quantitatative data were taken from the interview and observation to reveal the improvement after the implementation of a clustering technique. The results showed that the students were interested in writing by using a clustering technique. As a result, most of the students gradually improve their writing skill in composing a paragraph at the end of each cycle. The current study provides an insight for teaching writing for EFL students especially in developing good paragraphs.

Keywords: classroom action research, clustering technique, writing skill

INTRODUCTION

Writing is one of the important English skills that should be learned by some strategies and approaches. It is used to communicate to express the ideas, emotions, and expressions on paper or media for some purposes. Rabadia (2018) defined writing as one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment.

Furthermore, Writing is a process, that has to be done little by little, not instantly. Andriyani (2017) mentioned several skills that should be mastered in writing. It includes: language use or grammar, punctuation, capitalization, spelling and correct vocabulary in composing ideas. Students have a good ability if they can arrange their ideas into written form in correct vocabulary with full attention in language use, grammar, punctuation, spelling, and capitalization in their sentences.

To start writing needs some processes such as creating an idea, drafting, editing, and evaluating. Harmer (2004) explained the four steps that should be passed by the writer, that is, planning, drafting, editing, and final draft. These steps are used to determine the elements of writing in composing a paragraph or an essay such as topic sentence, supporting sentences, concluding sentence, unity, and coherence. According to Wiguna (2019), the competency in writing effectively enables people from different culture and background to communicate. To make an understandable writing, the writers should master the way to write a good

composition. It means that the students should be able to write a theme or motion based on the elements of writing so the paragraph can be understood by the reader.

To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer used an alternative technique which is common known under the term "Clustering Technique". It is a good way to turn a broad subject into a limited and more manageable topic for a paragraph or a short essay. According to Langan (2001), clustering technique also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occur to you.

Therefore, this current research investigated the technique that can be used during teaching writing especially for composing a paragraph. It provides the easy strategy for the lecturer to transfer the knowledge and guide the students during practising in the class. Besides, it is also hoped to change the negative perception of the students about the difficulty of writing.

LITERATURE REVIEW

Exploration of Writing Nature

Suheni (2011) explained that writing is a process, which may refer into two activities: the inscribing characters on a medium, with the intention of forming words and other lingual constructs that represent language and recording information to be conveyed through written language. According to Dian (2018), Writing skill is a language skill that is used for indirect communication. The students can communicate their ideals and thought to others through a written form such as letter, message, or invitation for communication. It means that through writing, we can communicate by written with paper as the media, for example letter, send message by mobile phone or send e-email.

Furthermore, Widyawati (2018) mentioned some elements to compose a good writing such as using correct vocabulary, grammar, and spelling. It means to mastery writing skill the students have to understand structure and grammar, spelling, punctuation so that the written easy to understand by the people. Karen and Christine (2003) mentioned the steps of writing process to compose a good paragraph such as: prewriting, writing, and revising. Langan (2006) added that writing is a process that involves the following steps: (1) discovering a point-often through prewriting; (2) developing solid support for the point-often through more prewriting; (3) organizing the supporting material and writing it out in a first draft; and (4) revising and then editing carefully to ensure an effective, error-free paper.

Moreover, Reid (1994) mentioned the criteria of good writing, such as: (1) vocabulary; (2) content; (3) organization; (4) style (syntactic structure and vocabulary); and (5) language use (mechanics, punctuation, capitalization, spelling, and grammar). Meanwhile, Maharani (2014) detailed the five criteria of good writing as follows:

1. Organization

This characteristic is about the reasonable topic with the sentences. It contains ideas, and it is supported by supporting sentences. Main sentences and supporting sentences should be organized well to make readers easy understand the text.

2. Content

The sentences are easy for readers. Readers can understand the meaning of writing.

3. Grammar

Grammar is to connect words into good sentences. Writer uses the appropriate tenses to appear meaning clearly.

4. Punctuation

Punctuation is symbol to sign sentences. Placing of punctuation is important for us to read text.

5. Style

Style of writing is the selection of vocabulary before combining sentences ences should be organized well to make readers easy understanding text into paragraphs. Vocabulary is foundation that should be used students while writing process. To have good writing, students have to have enough vocabulary to support their writing.

Clustering Technique

According to Roger Caswell and Brenda Mahler (2004), clustering technique is appealing for two reasons. First, it is a way to organize the ideas from a brainstorm list into categories, with each branch representing a different paragraph. Second, it is visual, so it appeals to specific learning styles. While Sabarun (2013) stated that "clustering is a technique where we map out our thinking using a cycles or line to display 'branches' of our". We can draw a circles/box, lines/arrow, in implementing the clustering to show the ideas that exist in our mind. The students could also complete the ideas by drawing circles consisting of the supporting ideas.

According to Rabadia (2018), clustering is uncensored brainstorming combined with doodling. Making student can tell their ideas easily; also they can make a good paragraph in every types of writing. Nunan (2003) added that brainstorming, word mapping, and quick writing can be a help for the writer to solve this part because by doing them, he can develop

his thoughts before doing the next part – planning and organizing the writing in the form of an outline. Besides, Apsari (2017) mentioned the steps of brainstorming as follows:

1. Begin with a broad topic;
2. Write down as many ideas about the topic as you can in five minutes;
3. Add more items to your list by answering the questions what, how, when, where, why, and who;
4. Group similar items on the list together;
5. Cross out items that do not belong.

Megawati (2019) mentioned the steps of clustering technique, such as students draw a diagram, box and circle in the middle and then make a line or narrow as the branch of the center. After that it describe with the branch and also supporting the main idea. Supporting idea explain when it occurs, where is happen, how is the way happen, who's the act, why it happens, and explain the characteristic of the place or things.

Furthermore, Lunsford (2010) supported the following activities for clustering technique:

1. Write down your topic in the middle of a blank piece of paper, and circle it;
2. In a ring around the topic circle, write what you see as the main parts of the topic. Circle each part, and draw a line from it to the topic;
3. Think of more ideas, example, facts, or other details relating to each main part. Write each of these near the appropriate part, circle each one, and draw a line from it to the part;
4. Repeat this process with each new circle until you can't think of any more details. Some trails may lead to dead ends, but you will still; have many useful connections among ideas.

METHOD

In this research, the writer chose classroom action research to investigate the improvement during the process of teaching and learning. Harmer (2003) explained that Action Research is the name given to a series of procedures teacher can engage in, perhaps because they wish to improve aspects of their teaching, or alternatively, because they wish to evaluate the success and/or appropriation of certain activities and procedures. Mills (2003) added that Action Research is any systematic inquiry conducted by teacher, researcher, principals, school counselor, or other stake holders in the teaching learning environment, to gather information about the ways that their particular schools operate how they teach, and how well their students

learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved.

Action research is described as a spiral steps and there are four stages: planning, acting, observing, and reflecting (Lewis in McNiff, 1998). The scheme is shown below:

A representation of Lewis' Action Research Cycle (Mills, 2003) is as follows:

1. Planning

The students' problem in writing English is classified based on the interview and observation in the pre cycle of the second semester's students.

2. Acting and Observing

The observation will be done along with the implementation or the action. The researcher will implement Cluster Technique through the steps and activities. They are designed and formed based on the students' problems.

The activities or action of Cluster Technique are done in groups and individual session. The researcher will observe the on going process of implementing Cluster Technique. The interview was also done to know the students' opinion during learning English through Think-Talk-Write Strategy.

3. Reflecting

In this time, the researcher reflects and reviews everything that has done during the action of the activity. It is analyzed to find the strengths and weaknesses and evaluate the success and failure of the use of Cluster Technique to solve the students' problem. The weaknesses and failure will be solved for the next cycle.

Data Collecting

The writer used two kinds of data, that was, quantitative and qualitative. The quantitative data were in the form of students' scores taken from the beginning of the research to the end of the research. They were taken from the pre-test, cycle tests, and post-test. The qualitative data were collected by the following techniques: observations, interviews, and questionnaires.

Analytical scoring method was used to score the writing aspects. Weigle (2002) mentioned five components presented in the analytical scoring rubric for writing, such as: content, organization, vocabulary, language use, and mechanics. Meanwhile Hughes (1996) mentioned the five elements of writing scoring rubric, such as organization, content, structure, mechanics, and vocabulary. They were detailed as follows:

No	Writing Elements	Criteria	Score
1	O R G A N I Z A T I O N	Appropriate title; affective introductory paragraph; topic is stated, lead to body; transitional expression used; arrangement of material shows plan (could be outlined by the reader); supporting evidence is given for generalizations; conclusion is logical and complete.	5
		Adequate title; introduction and conclusion; body of essay is acceptable; but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misuse	4
		Mediocre or scant of introduction and conclusion; problem with the order of ideas in body; the generalization may not be fully supported by evidence given; problems or organization interfere	3
		shaky or minimally recognizable introduction; organization barely can be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion is weak or illogical; inadequate effort at organization.	2
		absence of introduction or conclusion; no apparent organization of body; severe or lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by the reader).	1
2	C O N T E N T	the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material essay reflects thought.	5
		the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.	4
		incomplete development of ideas or essay is somewhat off the topic; paragraphs aren't divided extract right.	3
		incomplete ideas; inadequate effort in area of content; it does not reflect careful thinking	2
		no effort to consider the topic carefully; no reflect college level work; it is completely inadequate.	1
3	S T R U C T U R E	native like fluently in English grammar, correct use of relative clauses, prepositions, modals, articles, verbs forms and tense sequencing; no fregments of run-on sentences.	5
		advance profeciency in English grammar, some grammar problems don't influence communication, is aware of them; no fregments of run-on sentences.	4
		Ideas are getting through to the reader, grammar problems are appearent and have negative effect on communication; run-on sentences or fregments present.	3
		numerous serious grammar problems interfere with communication of writer's ideas; grammar review of some areas is clearly needed; difficult to read sentences.	2
		severe grammar problems interfere greatly with message; reader can't understand what the writer was trying to say; unintelligible sentence structure.	1
4	M E C H A N I C	correct use of English writing conventions; left and right margins, all neded capitals, paragraph indented punctuation and spelling; very neat.	5
		some problems with writing conventions or punctuation; occasional spelling errors; punctuations errors interfere with ideas.	4
		uses general writing conventions but has errors; spelling problems distract reader, punctuations errors interfere with ideas.	3
		serious problem with the format of paper, parts of essay are not legible; errors in sentence punctuation and final punctuations unacceptable to educated readers.	2

	S	Complete disregard for English writing conventions; paper is elligible; obvious capitals are missing, no margins, and severe spelling problems.	1
5	V O C A B U L A R Y	precise vocabulary usage; use of parallel structures; concise; register is good.	5
		attempts variety; good vocabulary; not wordy; register is ok; style is fairly concise.	4
		some vocabularies are misused; lack of awareness of register; may be too wordy.	3
		poor expression of ideas; problems in vocabulary; lack of variety of structure.	2
		inappropriate use of vocabulary; no concep[t of register or sentence variety.	1

In collecting qualitative data, the researcher used an observation, interview and questionnaires during and after the process of cycle 1 and cycle II. According to Sugiyono (2013), observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Besides, according to Nazir (2014), observation is a way to retrieve data using the eyes without the help of other standard tools for this purpose.

According to Sugiyono (2013), interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic. Meanwhile, according to Moloeng (2014), interview is conducted with a specific purpose, conducted by two parties, namely the interviewer who asks the question and the person being interviewed who gives the answer to the question that has been given.

Burns (2010) stated that questionnaire is also well-known with a survey, checklist, or schedule. There are three types of information that can be gotten. Questionnaire consists of factual or demographic, behavioural, and attitudinal. In this research, the students" attitude was observed by giving *Yes No* questionnaires. From questionnaires, the researcher could see how the implementation of Clustering Technique works during the proces of learning and studying in writing lecture.

Data Analysis

The quantitative data were analysed by using descriptive statistics. It compared between the score of the pre-test, before using Cluster Technique, the score of cycle tests, and the score of post-test, after using Cluster Technique.

The qualitative data were analysed constant comparative analysis. It required the researcher to take one piece of data and compare it to all other pieces of data that are either similar or different.

FINDINGS AND DISCUSSION

During the first semester, the students of English Study Program learned the function and category of words and kinds of sentences. They implemented them to compose a paragraph which consist of topic sentence, supporting sentences and concluding sentence. Besides, the paragraph should be completed by the two important aspects of writing, that is, coherence and unity.

Through those processes, the students of the second semester of English Department were hoped to understand these theories and could implement them when they composed a paragraph or text. They were also expected to master these theories of writing and merged them with the new theories of writing in the second semester in which they learned intermediate writing lecture.

In fact, many students of the second semester C class of English Study Program got difficulty to implement the theories that they got on the lecture. They commonly found the difficulty to use English patterns, apply some vocabularies and compose a good paragraph or text consisting of topic sentence, supporting sentences and concluding sentence. Moreover, they could not differenciate a paragraph or even a text whether they used the theory of unity and coherence or not.

Cycle 1

The students of C class got difficulty to determine the position of topic sentence, supporting sentence, and concluding sentence. They also got difficulty on combining tenses, differentiating linking verbs and tobe, and implementing the theory of unity and coherence in a paragraph. The writer used clustering technique to overcome the students' problems by the following steps; planning, acting, observing, and reflecting.

Planning

In this step, the writer chose clustering technique and made the lesson plan, such as: designing the indicators achieved, choosing the activities to compose a paragraph, providing the students' experiences, and designing the written test.

Acting

The action was held for four meetings. The first meeting, the writer discussed about the different between phrase and clause. The second meeting, the writer explained kinds of sentences and the way to form them. The third meeting, the writer explained the organization of writing, such as, topic sentence, supporting sentence, and concluding sentence. The fourth meeting, the writer asked the students to create a paragraph entitled "An Interesting Tourism Object" by applying the activities of clustering technique.

Observing

The observation was purposed to know the influence of the technique applied during the class. In this step, the writer divided into four phases, such as: observing the class during the process of teaching and learning by using clustering technique, interviewing the students after composing and presenting their paragraphs, asking the students to answer the questionnaire, and holding the written test to know the improvement of the students writing skill based on the writing indicators.

Reflecting

In the cycle I, the students said that clustering technique helped them in practising the theory and provide the easy way to compose a paragraph entitled "an interesting tourism object". The technique also provided the group and individual experiences for them as they helped each other to build the idea, to find the branches, and to develop their thoughts before they worked independently to finish the paragraph based on the elements of writing.

Cycle II

Based on the evaluation of the first cycle, the writer found some students make mistakes on pattern during arranging words into sentences especially on verbs such as determining the form of the verb with (s/es), using the wrong linking verbs and tobe, double verbs that should be separated by "to" and combining tenses in past and present for general truth. They also got mistakes on organizing the sentences into paragraph especially on topic sentence that should consist of topic and controlling idea. The writer continued the research to the second cycle which consisted of: 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

Revised Planning

In this step, the writer provided the solution based on the student's problems during the cycle I. The writer implemented activities of the clustering technique and made the lesson plan, such as: designing the indicators achieved, choosing the activities to compose a paragraph, providing the students' experiences, and designing the written test.

Acting

The action was held for four meetings. The first meeting, the writer discussed about the different function of adding (s/es) based on the end of each verb and subject. The second meeting, the writer explained the way to combine tenses and the form of the verbs to compose sentences. The third meeting, the writer explained the way to create topic sentence consisting of topic and controlling idea which could be broken down into many supporting sentences and end with a good conclusion. The fourth meeting, the writer asked the students to create a

paragraph entitled "The Attraction of Indonesian Tourism" by applying the activities of clustering technique.

Observing

The observation was purposed to know the influence of the technique applied during the class. In this step, the writer divided into four phases, such as: observing the class during the process of teaching and learning by using clustering technique, interviewing the students after composing and presenting their paragraphs, asking the students to answer the questionnaire, and holding the written test to know the improvement of the students writing skill based on the writing indicators.

Reflecting

In the cycle II, the students said that they could express their idea during the brainstorming by using clustering technique. They can map their ideas by the help of a board topic circled in the centre of paper and supported by many circles around it. They worked together to write down the ideas related to the topic. They grouped the similar items related to the topic and crossed out the items that did not belong to the topic. The students were very eager to connect them with the key words based on the topic before creating sentences to compose a paragraph in individual chance. Then, the writer asked them to compose a paragraph based on the circled ideas that they had collected. The writer reminded to write based on the elements of writing that they had learned. At last, the writer asked them to present their paragraphs entitled "The Attraction of Indonesian Tourism".

Discussion

The discussion described the process of clustering technique worked with all its steps and activities and the proof of the improvement. The result of cycle I & II showed the improvement of the students' skill in writing based on the writing elements, such as; organization, content, structure, mechanics, and vocabulary. The detail proof are as follows:

1. Organization.

Most of the students could implement their understanding on the theory of paragraph organization. They could determine the position of topic sentences consisted of topic and controlling idea. They could enlarge the controlling idea into supporting sentences completed by the fact, statistic data, and quotes. They also could end their paragraph by writing a concluding sentence.

2. Content.

Most of the students could compose a paragraph by developing the ideas based on the topic that their paragraph discussed. They also tried to make the following sentences of paragraph relevant to the topic.

3. Structure.

After being treated through cycles, most students could correct the use of tenses, verbs forms, and avoid the writing problems such as: sentence fragment, run-on sentence, choppy sentence, stringy sentence, and the use of sentence types.

4. Mechanics.

Most of the students could use punctuations correctly. They did not make the error spelling. They also used the capitalization based on the theories of writing.

5. Vocabulary.

Most of the students could choose the appropriate vocabulary related to the topic that they wrote. They also used vocabulary based on the parallelism of the sentence. Their sentences were not wordy.

The proofs of the students' improvement after being treated by the use of clustering technique during the process of teaching and learning from cycle to cycle are shown in the following tables. They showed the scores of the post-tests and the passing grade scores.

Table 1. the scores of pre-test and post-test

No	Level	Pre-test	Post-test	Post-test
1.	Highest	80	84	88
2.	Average	64	69	72
3.	Lowest	52	56	60

Table 2 the students' passing grade

No	Passing grade	The students' score	The sum of students		
			Pre-test	Cycle I	Cycle II
1.	65	Above Passing grade	11	18	21
2.	65	Below Passing grade	15	8	5

CONCLUSION

Based on the data analysis above, it can be concluded that clustering technique could provide the strategies and activities needed by the students of English study program, C class in the academic year of 2021/2022. It also stimulated the student's effort in composing a paragraph and learning all the elements of the writing learned during the cycles. Clustering technique showed the improvement results of the students from cycle to cycle based on the

scores and the passing grade. In short, it provided the effective guidance for the writer and the students to transfer the writing theories and improve the students writing skill.

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