

**THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT
USING CLUSTERING TECHNIQUE ON STUDENTS' WRITING
ABILITY**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education in English

Language Education



By :

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EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019

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THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT USING CLUSTERING TECHNIQUE ON STUDENTS' WRITING ABILITY

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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Assalamu'alaikum wr.wb

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necessary of the following thesis identification:

Title : **The Effectiveness of Teaching Descriptive Text Using
Clustering Technique on Students' Writing Ability**

Writer : Wahyu Budiarto

Student's Number : 1403046012

Department : Education and Teacher Training Faculty

Field of Study : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher
Training Faculty Walisongo State Islamic University to be examined at
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Wassalamu'alaikum wr.wb

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ABSTRACT

Title : The Effectiveness of Teaching Descriptive Text Using Clustering Technique on Students' Writing Ability
Writer : Wahyu Budiarto
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Number

The aim of this study is to investigate the effectiveness of teaching descriptive text using clustering technique on students' writing ability for the eighth grade of SMP IT Robbani Kendal. The method used in this study is a quantitative research and the design is a experimental research. The sample of this research is the eighth grade of SMP IT Robbani Kendal. Students of VIII B class as the experimental class, whereas students of VIII A as the control class. Each class consists of 23 students. The sample technique of the study is random sampling. It based on the teachers' recommendation. The instrument used in this research is a written test of the pre-test and post-test. The data is served by numerical and tested by the statistical formula of the t-test. Based on the calculation of the data, after teaching descriptive text using clustering technique on students' writing ability, the mean score of the experimental class is increased. The finding of this study showed that clustering technique is effective on students' writing ability of descriptive text. It is proved by the data that (2.800) is higher than (2,015) in the significance level of 0.05. It is considered that (null hypothesis) is rejected and (alternative hypothesis) is accepted. It is stated that there is a significant effect on teaching descriptive text using clustering technique on students' writing ability.

Keywords : Teaching Descriptive Text, Clustering Technique, Students' Writing Ability.

DEDICATION

The final project is dedicated to:

My beloved parents, Suyanto and Martiah, also my sisters, Diana Alviani.

MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهٌ لَّكُمْ وَعَسَى أَن تَكْرَهُوا شَيْئاً وَهُوَ خَيْرٌ لَّكُمْ وَعَسَى أَن تُحِبُّوا شَيْئاً وَهُوَ شَرٌّ

لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

Fighting is prescribed for you, and you dislike it. But it is possible that you dislike a thing which is good for you, and that you love a thing which is bad for you. But

Allah knows, and ye know not.

(Al-Baqarah/2:216)

“The more you give, the more you will get”

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Alhamdulillah, I would like to express my deepest gratitude by saying thank to Allah SWT for the blessing and mercy given to me so that I could compose and finish this research completely. Let me say sholawat and salam for Prophet Muhammad, who brings us from the darkness to the brightness.

I realize that I cannot complete this research without support, cooperation, help and encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them, especially to:

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4. All of the lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my study.
5. The principal of SMP IT Robbani Kendal, Siti Nurjanah, S. Pd. I. and an English teacher of SMP IT Robbani Kendal, Titi Yuningsih, S.Pd. and all students of VIII who have helped the researcher in doing the study.
6. The deepest gratitude goes for my beloved parents, Suyanto and Martiah who always give me love and support in physically and mentally.

7. My beloved sisters, Diana Alviani who always in my happiness and sorrow.
8. All of my friends especially my classmates of PBI A 2014.
9. Last but not least, those who cannot be mentioned one by one, who had supported me to reach my dream.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the researcher will accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone.

Amiin

Semarang, 10 January 2019

Researcher,

Wahyu Budiarto

NIM. 1403046012

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the reason why choosing the topic, the research questions, the objective of the research, and significance of the research.

A. Background of the Research

In learning English there are four skills that should be mastered by the student are speaking, listening, reading and writing. Jeremy Harmer stated the language skills are divided into two, which are receptive and productive skills.¹ The receptive skills are listening and reading which are involved as receiving a message. Where the productive skills are speaking and writing both are involved as language production. Ken Hyland “Writing is among the most important skills that need to develop and it involves composing skills and knowledge about texts, contexts, and readers.”² Whereas, Allah SWT decrees on Holy Qur’an about the importance of writing:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي

عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1996), p.265.

² Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.15.

*Proclaim! (or read) in the name of thy lord and cherisher, who created.
Created man, out of a leech like clot. Proclaim! And thy Lord is most
bountiful. He who taught (the use) of the pen. Taught man that which he
knew not.*³

The verse above tell that God teaches how to write using a pen to all human being. So that human can write, save, and quote all the sciences and news. This verse also tells us about the big benefit of a small pen.⁴ It informs that writing is a process of transforming thoughts and ideas into written form to communicate with the reader.

Actually writing is a good way to develop English ability. It is supported by Raimes that writing has three important roles in students' learning when they write. First, writing fortifies the grammatical structure, idioms, and vocabulary. Second, by writing students have a chance with the language. Third, when they write, they have the effort to express their idea and automatically become very involved with the new language.⁵ It means that by writing students will be able to learn any aspects of language such as grammatical aspect and language choices.

In other hand, students have difficulties to master each skill and writing is the most difficult than others. It is the most difficult skill for the second language to mastery.⁶ The difficulty is not only in generating and organizing ideas but also in translating these ideas into readable text. Although writing is

³Al-Alaq, *Al-Quran Terjemah Indoneisa-Inggris juz 21-30*, (Qomari: 2008), p.1304.

⁴Aidh al-Qorni, *Tafsir Muyassar 4*, (Jakarta: Qisthi Press, 2007), p.632.

⁵Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p.3.

⁶Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University, 2002), p.303.

one of the ways to train the students to develop their English ability many students stated that writing is the most difficult skill because it requires critical thinking to develop their ideas into a good paragraph.

In fact, there were many students had difficulty in writing, not only for developing their idea but also in arranging strategy of writing text. The teacher could be giving a technique or strategy to help students in their writing learning activities. If the strategies in writing are various, the students will stimulate. Because the strategies are not monotonous.

In English class, the students learn to write many genre texts such as procedure, report, narrative, recount, and descriptive. Descriptive text is one of the texts which is taught at the eighth grade of junior high school.

Descriptive text is a kind of genre to describe a particular person, place or thing. It is a text containing identification and description.⁷

In this study, the researcher focuses on writing descriptive text. It means that students study writing descriptive text using various strategies. If the teaching-learning process is interesting for students, they will get the motivation to study and improve their skills.

Because of that problem, the researcher wants to try a method that is clustering. According to Oshima and Houge, they stated that clustering is another prewriting technique that you can use to get ideas.

The researcher expects by using this method, students can be expressing their ideas by write-in descriptive text. This method is expected can help students to make a descriptive text easier.

⁷ Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, p.208.

Based on the reasons stated above, the writer takes a title of this “thesis”
THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT USING
CLUSTERING TECHNIQUE ON STUDENTS’ WRITING ABILITY.

B. The Question of the Research

In line, with the limitation of the problem above, the writer formulates the problem question as follow:

“How is the effectiveness of teaching descriptive text using clustering technique in students’ writing ability at the Eighth Grade of SMP IT Robbani Kendal in the Academic Year 2018/2019?”

C. Objectives of the Research

The purpose of this study to explain the effectiveness using clustering technique in teaching writing descriptive text on the eighth grade of SMP IT Robbani Kendal.

D. The Significances of Research

The significances of the study are expected not only for the writer but also it is expected by the English teacher, students, and further researcher as follow.

The researcher hopes the research can useful for:

1. First is the writer, it can broaden the writer knowledge in teaching writing descriptive text especially.

2. Second, for the English teachers. The result of this research is expected to give them information about the effectiveness of using clustering technique in teaching writing descriptive text, so the teachers can use an alternative way or method in teaching writing descriptive text.
3. Third, for the students. Clustering technique in writing can help them improve their ability to write well. More, this technique is expected to motivate them in learning writing descriptive text and the class will be interesting.
4. Last is for the reader, the research is expected to give information and knowledge about the effectiveness using clustering technique in teaching writing descriptive text.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the related literature that has contributed to this research. Some previous research and every meaning of the keywords of this research.

A. Previous Research

There is some relevant previous researcher that is used to support the research, they are:

- 1. The Effectiveness of Clustering Technique on Students' Writing Ability of Descriptive Text (A Quasi-experimental Study at the Seventh Grade Students of MTs Islamiyah Ciputat in Academic Year 2016/2017),** written by Anisa.

The aim of this study was to investigate the effectiveness of clustering technique on students' writing ability of descriptive text for the seventh-grade students of MTs Islamiyah Ciputat. The method used in this study was a quantitative method and the research design was a quasi-experiment. The sample of this research was the seventh grade of MTs Islamiyah Ciputat. Students of 7C class as the experimental class, and students of 7B as the control class. Each class consisted of 21 students. The sampling technique of this study was purposive sampling. The instrument used in this research was a written test on the pre-test and post-test. The data was

served by numerical and tested by the statistical formula of the t-test.¹ This research gives information that the clustering strategy in writing activities gives a positive contribution to the students' writing skill.

The similarities of this research and the previous study are using Clustering technique on Students' writing ability of descriptive text. While the difference between the previous research and this research focus on the eighth grade of Junior High School, and design of this research is using true experiment, but the previous research is focused on seventh grade and it is using quasi-experiment.

The writer states that there is something new in this research. This research is teaching descriptive text on students' ability use clustering technique of eighth grade, while in the previous research focus on teaching descriptive text on students' writing ability use clustering technique of seventh grade of Junior High School.

2. The Effectiveness of Using Think-Pair-Share with Realia to Teach Descriptive Text Writing (An Experimental Research at the Eighth Grade of SMP NU 03 Islam Kaliwungu in the Academic Year of 2016/217), written by Ana Pramudiyani.

This research discusses the effectiveness of using think-pair-share with realia to teach descriptive text writing. The use of Think-Pair-Share with realia allows students to transfer their thought cooperatively with their partners so that it makes students easy to finish their work. This

¹ Anisa, (1113014000072), Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, *"The Effectiveness of Clustering Technique on Students' Writing Ability of Descriptive Text (A Quasi-Experimental Study at The Seventh Grade Students of MTs Islamiyah Ciputat in Academic Year 2016/2017)"*, Thesis, (Jakarta: UIN Jakarta, 2018).

research is aimed to find the answer of the following research question: how is the effectiveness using Think-Pair-Share with realia to teach descriptive text writing at the eighth grade of SMP NU 03 Islam Kaliwungu in the academic year of 2016/2017? And the objective of the research is to identify the effectiveness of using Think-Pair-Share to teach descriptive text writing at the eighth grade of SMP NU 03 Kaliwunngu in the academic year of 2016/2017. This research is quantitative research using an experimental method. Subjects of this research were 60 students in Eighth grade of SMP NU 03 Islam Kaliwungu are divided into two classes, namely control class (30) and experimental class (30). The writer collected the data using test and documentation. Furthermore, the data were analyzed by using descriptive statistical analysis technique and the hypothesis used t-test. Hypothesis test shows that learning descriptive text writing using TPS with realia is effective.²

The similarities of this research and the previous study are teaching descriptive text in the writing ability of the eighth grade of junior high school. While the difference between the previous research and this research focus on the effectiveness of using Think-Pair-Share with realia to teach descriptive text writing, but this research is focused on the effectiveness of Clustering technique of students' writing ability in teaching the descriptive text.

² Ana Pramudiyani, (123411025), Education and Teacher Training Faculty walisongo State Islamic University, *"The Effectiveness of Using Think-Pair-Share with Realia to Teach Descriptive Text Writing (An Experimental Research at Eighth Grade of SMP NU 03 Islam Kaliwungu in the Academic Year of 2016/2017)"*, Thesis, (Semarang: UIN Walisongo Semarang, 2016).

3. Identifying The Effectiveness of Inductive Approach and Deductive Approach in Teaching Descriptive Text Writing (A Comparative Study with Students of 8th Grade at Mts Mu'allimin Kandungan Temanggung in Academic Year of 2014/2015), written by Ari Mustaqimah.

The objective of this study is to know the effectiveness of using an inductive approach and deductive approach in teaching writing descriptive text. This research is quantitative research using an experimental method. The subject of this research is 40 students that are divided into classes, namely control class (20) and experimental class (20). The writer collected the data using test. Furthermore, the data were analyzed by using statistical analysis technique and the hypothesis used t-test. Hypothesis test shows that teaching descriptive text using the inductive approach is more effective to improve students' achievement. This can be seen from the result of test score, it shows that the experimental class which was given treatment using inductive approach got a higher score that is 79,7 compared with the control class which was not given the same treatment. This class got 66,6. Based on the t-test with the standard of significance of 5%, it was found $t_{\text{count}} 6,188$ and $t_{\text{table}} 1,69$. Because of $t_{\text{count}} \geq t_{\text{table}}$, so there is a real difference between results of the study of teaching writing descriptive text using an inductive approach and teaching writing descriptive text using a deductive approach. Consequently, teaching descriptive text using a inductive approach is more effective when it is applied in the process of learning English than using a deductive approach.

The result of this study is expected to be informed and inputs for institution, teachers, and students to improve students' achievement.³

The similarities of this research and the previous study are teaching descriptive text in the writing ability of the eighth grade of junior high school. While the difference between the previous research and this research is the previous research focuses on the effectiveness of the inductive approach and deductive approach in teaching the descriptive text, but this research is focused on the effectiveness of Clustering technique of students' writing ability in teaching descriptive text.

4. Employing Picture Description to Assess Students' Descriptive Paragraph Writing, written by Ida Ayu Mega Cahyani, Ida Bagus Nyoman Mantra, and I Gusti Agung Putri Wirastuti

In this present study, the researcher undertook the study which dealt with assessing descriptive paragraph writing ability of the students through picture description by employing an ex post facto as the research design. The present study was intended to answer the research problem dealing with the extent of the students' achievement of descriptive paragraph writing ability which is assessed through picture description. The samples under the study were 40 students determined by means of random sampling technique with a lottery system. The data were collected through

³ Ari Mustaqimah, (103411005), Education and Teacher Training Faculty Walisongo State Islamic University, "*The Effectiveness of Inductive Approach and Deductive Approach in Teaching Descriptive Text Writing (A Comparative Study with Students of 8th Grade at MTs Mu'allimin Kandungan Temanggung in Academic Year of 2014/2015)*", Thesis, (Semarang: UIN Walisongo Semarang, 2015)

administering picture description as the research instrument. The obtained data were analyzed by using the norm-referenced measure of five standard values. The results of the data analysis showed that there were 67.50% samples of the study were successful in writing a descriptive paragraph, while there were 32.50% samples were unsuccessful in writing a descriptive paragraph which was assessed by administering picture description test.⁴

The similarities of this research and the previous study are writing descriptive paragraph or text. While the difference between the previous research and this research is the previous research focuses on assessing descriptive paragraph writing ability of the students through picture description, but this research is focused on the effectiveness of teaching descriptive text using clustering technique of students' writing ability in teaching the descriptive text.

5. The Use of Clustering Technique to Improve the Students' Skill in Writing Descriptive Paragraph, written by Farnia Sari and Sri Wahyuni.

The objective of this study is to find out whether or not there is any significant difference between the students who were taught in writing descriptive paragraph through Clustering Technique and those who were not. The population of this study was all of the eighth-grade students of SMP Srijaya Negara Palembang in academic year 2016/2017. There were

⁴ Ida Ayu Mega Cahyani, Ida Bagus Nyoman Mantra, and I Gusti Agung Putri Wirastuti, Employing Picture Description to Assess Students' Descriptive Paragraph Writing, (*Jurnal Sosial Dan Humaniora, Universitas Mahasaraswati Denpasar, 2018*), Vol. 8 Number 1, p.86.

three classes that consist of 113 students. The samples of this study were VIII C as a control group and VIII B as an experimental group. This study was conducted by using a quasi-experimental method with nonequivalent control group design. Then, the data were analyzed by using paired sample t-test and independent sample t-test. The result of independent sample t-test shows that the value of sig. (2-tailed) was $0.00 < 0.05$ in the level of significant 0.05. While the value of t-obtained was 5.213 higher than the critical value of t-table was 1.665 with the degree of freedom 76. It can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was any significant difference between the students who were taught in writing descriptive paragraph through Clustering Technique and those who were not.⁵

The similarities of this research and the previous study are using Clustering technique on Students' writing ability of descriptive text. While the difference between the previous research in this research is using true experiment, but the previous research is using quasi-experiment.

B. Theoretical Review

In this chapter presents the theoretical framework, which covers the definition of writing, definition of descriptive text, clustering technique, and hypothesis.

⁵ Farnia Sari and Sri Wahyuni, The Use of Clustering Technique to Improve the Students' Skill in Writing Descriptive Paragraph, (*English Community Journal, Universitas Tridinanti Palembang, 2018*), Vol. 2 Number 1, p.167.

1. Writing

a. Definition of writing

Writing is one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students.⁶ Writing is included in productive skill. Productive skill is developing ideas through knowledge and vocabulary that had by the writer. In this skill, students actually can produce language themselves based on their ideas through their knowledge and vocabulary. When students write a text, they can write based on their knowledge, idea or what is in their mind.⁷ For writing will be better, they can look of new concepts and technical language, much time was spent trying to understand the general writing style.⁸

The process of writing is transforming thoughts and ideas into written form to inform or communicate with the reader. Hyland stated, “writing is the way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.”⁹ It means that writing is one of the important skills that must be learned. By writing, students will be able to learn any aspects of language like grammatical aspect and language used. It believed that

⁶ Muhammad Javed, A Study of Students’ Assessment in Writing Skills of the English Language, (*International Journal of Instruction, University Sains Malaysia, 2013*), Vol. 6 Number 2, p.130.

⁷ Maslichah and Siti Tarwiyah, Enhancing Students’ Ability in Writing Descriptive Text through Grapic Organizers, (*Journal Vision, Walisongo State Islamic University Semarang, 2017*), Vol.6 Number 2, p.10.

⁸ Michelle T. Juarez and Chloe M. Kenet, Translating Research as an Approach to Enhance Science Engagement, (*International Journal of Environmental Research and Public Health, City University of New York School, 2018*), Vol. 15 Number 1749, p.2.

⁹ Ken Hyland. *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9

writing is a good way to develop students' English ability. In fact, writing is not easy for many students of foreign language. Because writing needs more work in organizing the composition and the language that made them cannot be stated correctly. Students of foreign language need to think twice in order to change their first language into the foreign language in written form. They have to think about the vocabularies, grammar, mechanic, and content. In addition, Heaton stated that "writing skills are complex and also sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements."¹⁰ The non-native speaking students of the English language do need constant opportunities for improvement and development at every stage of learning how to write.¹¹

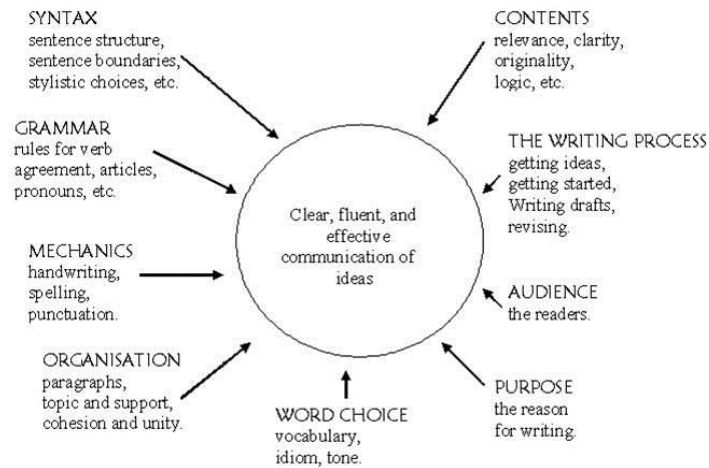
Learning to write is not just a natural extension of learning to speak a language. Because writing is used for a wide variety of purposes, it is produced in many different forms.

¹⁰ J.B. Heaton. *Writing English Language Tests*, (New York: Longman Inc, 1995), p.135.

¹¹ Shubhada Deshpande, Teaching Writing Skills in English: Involvement of Students in The Assessment and Correction of Their Own Errors, (*International Journal of English Language Teaching, University of Mumbai, 2014*), Vol. 3 Number 1, p.68.

Table 2.1

Producing a Piece of Writing¹²



As teachers have stressed different features of the diagram, combining them with how they think writing is learned, they have developed a variety of approaches or technique to the teaching of writing. There are many ways or techniques that can be used to teach writing, not only one way or one technique.

b. The writing steps

Writing process has many steps. And there are many steps of the writing process, following are the writing steps:

- 1) Selecting a topic guides students to choose the appropriate topic for writing. They can work in pairs or groups to generate ideas.
- 2) Prewriting gets students to do their writings through listing (by brainstorming), freewriting, clustering or Journalists' questions

¹² Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p.6.

(by asking questions). Students can exchange their prewriting and make comments following guided questions.

- 3) Outlining gets the students to arrange the topic, topic sentence, and details/examples into a logical or chronological order (from less important to more important, from general to specific, from chronological order, from negative to positive, from causes to effects, from problems to solution etc.) The students exchange their outlines and use guided questions to improve their outlines.
- 4) Drafting gets the students to start their writings without worrying about spelling, punctuation, capitalization, and grammar. Students submit their first (rough) draft along with their prewriting, and outline. Teacher makes comments.
- 5) Revising gets the students to change their ideas and make their writings clearer, better, and more interesting. They can work in pair and group to improve their writings.
- 6) Editing & Publishing gets students to polish the errors in grammar, spelling, punctuation, and capitalization. The students exchange their revised copies (second draft) and do peer-editing.¹³

c. Teaching Learning of Writing at Junior High School

Learning is a process undertaken by the teacher who has been programmed in order students learning to achieve the purpose of

¹³ Hum Chan and Srun Sotith, Impacts of the COERR Writing Project on Cambodian Students' Attitudes and Writing Performance, (*International Journal of Language and Linguistics, COERR Language Skills Center, Battambang, Cambodia, 2016*), Vol. 4 Number 3, p.134.

learning as specified in accordance with instructions curriculum prevailing.¹⁴

Writing English should certainly support and be integrated with grammar and vocabulary learning. The teaching of writing should be recognized as a special part of language teaching with its own aims and techniques.¹⁵ In other hands, teaching writing was explicitly stated in the junior high school curriculum.¹⁶ It is supported by government to develop curriculum in teaching writing.

The writer concludes that teaching and learning of writing are important, which the teacher needed to know the steps or tasks of teaching-learning writing. Based on Harmer, there are five tasks of the teacher in teaching writing:¹⁷

1) Demonstrating

Teachers have to be able to draw about writing convection and genre constraints in specific types of writing to students' attention.

2) Motivating

The teacher can help to provoke the students into having ideas, enthusing them with the value of the task and persuading

¹⁴ Nafi Annury, Students' Language Learning Styles: An Ethnographic Case Study at UIN Walisongo Semarang, (*Journal Vision, Walisongo State Islamic University Semarang, 2016*), Vol. 5 Number 1, p.135.

¹⁵ Praveen Kumar Jain, Developing Writing Competency of Gujarati Speaking Students in English through Communicative language Teaching (CLT) Approach, (*International Journal of Current Trends in Science and Technology, 2018*), Vol. 8 Number 3, p.20201.

¹⁶ Erni Yulianti, Utilizing Grammarly in Teaching Writing Recount Text Through Genre Based Approach, (*e-Journal of International Journal of Science, Technology and Society, 2017*), Vol. 6 Number 1, p.1.

¹⁷ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.41-42.

them what fun it can be. The teacher goes to class with prepare some suggestion about the topic, so the students can immediately get help to have an idea.

3) Supporting

The teacher needs to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties.

4) Responding

Teachers react to the content and construction of a piece supportively and give the suggestion for its improvement. Instead, the teacher will be telling the students how well it is going so far. The teacher may also make comments about their use of language and suggest ways of improving it.

5) Evaluating

Teachers need to evaluate students' work. When the teachers evaluate students' writing for academic purposes the teachers can indicate where they wrote well and where they made mistakes, know the students' achievements and may award grades. When teachers hand back marked scripts, students can look at the errors and try to put them right.

According to Jeremy Harmer stated if we want to teach writing well, we have to do five tasks of the teacher in teaching writing that explained above.

2. Kinds of Genre in Junior High School

Genre by definition is text types.¹⁸ The genre has differences structure based on their social function. Below is a statement about genre by Ken Hyland that genre is abstract, socially recognized ways of using language. When writing we follow a certain conversation for organizing message because we want our reader to recognize our social purposes.¹⁹

Understanding genre in writing is necessary. Harmer stated, “We can communicate successfully, especially in writing, is because we have some understanding of the genre.” There were four cycles suggested in teaching writing through genre-based approach; they were building knowledge of the field, modeling of the text, joint construction, and independent construction.²⁰

Successful of writing requires a writer to pay quiet diligent attention to the construction of the genre they are working in.²¹ The important thing in writing text is we can convey our purposes to the reader. According to the genre are taught in junior high school there are 5 kinds of the genre:

¹⁸ Razanawati Nordin and Lin Siew Eng, Text-Selection for Teaching Reading to ESL Tertiary Students: A Study on Genre and Content Preferences, (*International Journal of Instruction, University Teknologi MARA Kedah Branch of Malaysia, 2017*), Vol. 10, Number 1, p.74.

¹⁹ Hyland, Ken. *Teaching and researching Writing*, (USA: Pearson Education, 2002), p.16.

²⁰ Erni Yulianti, Utilizing Grammarly in Teaching Writing Recount Text Through Genre Based Approach, (*e-Journal of International Journal of Science, Technology and Society, 2017*). Vol. 6 Number 1, p.1-2.

²¹ Kim M. Mitchell and Alexander M. Clark, Five Steps to Writing More Engaging Qualitative Research, (*SAGE International Journal of Qualitative Methods, 2018*), Vol. 17 Number 1, p.1.

a. Recount

Recount is a genre which has a social function to retell event for the purpose of informing or entertaining.²² Recount text is a text that retells past event. The purpose of a recount is to give the audience a description of what occurred and when it occurred.²³ With this text, the writer can retell the writers' experience to another.

b. Report

Report is a genre which has a social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.²⁴ Report text is a text that explains and elaborates some factual information related particular objects, matters, or thing based on observation and scientific. The purpose is to present information about something in general and describes an entire class of things, whether natural or made.²⁵ The writer uses this text to make report or result of some study or research.

c. Narrative

Narrative is a genre which has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to crisis or turning

²² Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.194.

²³ Hanita Masithoh and Sayyidatul Fadlilah, Grammatical Cohesion Found in Recount Texts of "Pathway To English" X Grade Curriculum 2013 General Program By Erlangga, (*Journal Vision, Walisongo State Islamic University Semarang, 2017*), Vol.6 Number 1, p.113.

²⁴ Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.196.

²⁵ Irfan Effendi and Ahdi Riyono, The Effects of TV Newscast Use in Teaching Writing for The Vocational School Students, (*Journal Vision, Muria Kudus University, 2017*), Vol. 6 Number 2, p.52.

point of some kind, which in turn find a resolution.²⁶ The kind of text has usually used the background of the animated film.

d. Procedure

Procedure is a genre which has a social function to describe how something is accomplished through a sequence of actions or steps.²⁷

This text explains the easy way to make a something.

e. Descriptive

Descriptive is a genre which has social functions to describe a particular person, place, or thing.²⁸ The purpose of this text is bringing the reader or viewer to imagine what they have described and the reader can identification of person, place, or thing.

The genre is types of writing, and every type of genre has a different social function, generic structure, and language features.

3. Descriptive Text

a. Definition of descriptive text

Descriptive or description is a way to describe something by giving more details in order to visualize the thing that will be described. So, we can visualize how it looks like, what it is taste and other, through our sense. The definition of descriptive text can be varied from any sources.

²⁶ Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.204.

²⁷ Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.206.

²⁸ Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.208.

The descriptive text is used to describe a particular person, place or thing.²⁹ In other words, descriptive text is a kind of text that has a purpose to give information or details about a thing or person that will be described. It means, a descriptive genre of text that convey the specific details of the object that be described in order to make the reader understand.

In line, the descriptive text describes a particular person, place or things.³⁰ It is the purpose to tell about the subject by describing.

From the definitions above, it can be concluded that descriptive text is a text about the description of people, place, or thing which want to deliver in the word by the student and it possible to appeal the reader sense; hearing, smelling, touching, and tasting.

b. The Generic Structure of Descriptive Text

The students should master the generic structure before they write a descriptive text. It makes the students easier to arrange the word into a good sentence in the descriptive text. The structure of descriptive text follows some particular stages the beginning middle and last of the text.³¹ There are two elements of descriptive text:

²⁹ Deta pratiwi Rega, The Impact of Team Pair Solo Technique and Round Robin Technique on Student's Ability in Writing Descriptive Text, (*Journal of English Language Teaching, Semarang State University, 2013*), Vol. 2 Number 2, p.2.

³⁰ Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.208.

³¹ Imelda Wardani and Hasan Basri, Improving the Ability in Writing Descriptive Text through Guided-Questions Technique, (*e-Journal of English Language Teaching Society (ELTS), 2014*), Vol. 2 Number 1, p.1-3.

1) Identification

Identification identifies the phenomenon to be described.³² It means identification is a part of identifying the subject topic.

2) Description or organization

Description or organization is described parts, qualities, characteristics.³³ The parts of describing are the part provides the details information about the subject.³⁴ Description or organization helps the reader better understand the ideas presented. In other words, description is a part of describing the subject details.

From the definitions above, it can be concluded that there are two parts of the generic structure of descriptive text they are identification and description. Where the identification is the introduction of the object details. It explains about when, where and who of the main subject that will be described. And the description is a part of describing the details of the subject such as describes parts, qualities, and characteristics.

³² Tiur Asih Siburian, Improving Students' Achievement on Writing Descriptive Text through Think Pair Share, (*International Journal of Language Learning and Applied Linguistics World (IJLLALW): State University of Medan, 2013*), Vol. 3 Number 3, p.34.

³³ Tiur Asih Siburian, Improving Students' Achievement on Writing Descriptive Text through Think Pair Share, (*International Journal of Language Learning and Applied Linguistics World (IJLLALW): State University of Medan, 2013*), Vol. 3 Number 3, p.34.

³⁴ Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.208.

Table 2.2

Example of Descriptive Text³⁵

My Toy

Identification	I have a toy. It is a doll, a bear doll, and I call it Teddy.
Description/ Organization	Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at the laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is a really nice, adorable, and charming toy. I love my Teddy bear very much.

4. Clustering Technique

a) Definition of clustering technique

Many people get confused on how to develop their idea and what they know about the topic before their start to write. Therefore, people have to know how to write well. In order to get good result of their writing. In the writing process, there are some steps that will bring us

³⁵ Imelda Wardani and Hasan Basri, Improving the Ability in Writing Descriptive Text through Guided-Questions Technique, (*e-Journal of English Language Teaching Society (ELTS)*, 2014), Vol. 2 Number 1, p.3.

to be a good writer and to produce a good writing. One of the steps is the pre-writing process. This step is one of the important processes to produce good writing. Because this process helps the writer to generate the ideas before starting to write. There is much technique that can be implemented in the process of pre-writing. One of the technique is the clustering technique.

Clustering is the process of grouping a set of objects in such a way that objects in the same group are more similar in some particular manner to each other than to those in other groups.³⁶

Clustering is another pre-writing technique.³⁷ It is a visual way of showing how your ideas are connected using circles and lines. This method is helpful for people to think in a visual way. We can use lines, boxes, arrows, and circle in implementing the clustering to show the ideas and details that exist in our mind.

Meanwhile, Gabriel Rico argues that clustering is a generative, opened, non-linear, visual structuring of ideas, events, and feelings. It is a way of mapping an interior landscape and it begins to emerge.³⁸ It means clustering is a way for generating the idea based on beginning knowledge of how two sides of our brain process what we know.

³⁶ Sukhdev Singh Ghuman, Clustering Techniques-A Review, (*India: International Journal of Computer Science and Mobile Computing (IJCSMC)*, 2016), Vol. 5 Number 5, p.524.

³⁷ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, (United States: Pearson Education, 2007), p.74.

³⁸ Sabarun, The Effect of Clustering Technique on Writing Expository Essays of EFL Students, *Journal on English as a foreign language*, 2013, p.11.

On the other hand, Sabarun stated that clustering is a technique where we map out our thinking using a circle or line to display “branches” of us.³⁹

In the other word, Meliya Adriati stated that clustering is a kind of technique which can be used in the pre-writing stage.⁴⁰ By implementing the clustering technique, the students can stimulate their ideas to flow the ideas in their mind.

Based on the definitions above, It can be stated that clustering is a process pre-writing in order to make easier in generating the idea that comes in our mind through the shape such arrow, box, shape and any other shape that can classify the ideas. It helps the students in arranging the idea properly.

b) The benefits of using a clustering technique

There are some benefits of using clustering technique toward students’ writing ability.

- 1) Clustering technique built the writers’ idea and generate it into a box, arrow, shape, and much more.
- 2) Clustering is a technique prewriting to collect the ideas before starting to write a topic that will be developed third.
- 3) Clustering is a technique for drawing and using the raw materials of ones’ experience and giving them a tentative shape. In short, it is a discovery process.

³⁹ Sabarun, The Effect of Clustering Technique on Writing Expository Essays of EFL Students, (*Journal on English as a Foreign Language STAIN Palangka Raya, 2013*) Vol. 3 Number 1, p.12.

⁴⁰ Meliya Adriati, The Use of Clustering Technique in Teaching Writing Narrative Text, (*e-Journal of English and Education of Indonesia University, 2013*), Vol. 1 Number 2, p.40.

- 4) Clustering is an easy way to generate the idea into a paragraph.
- 5) Clustering is a simple way to associate the ideas. Even its use unlike a traditional way but it seems an effective way to help the students in generating the idea especially for the students who are a kinesthetic learner.
- 6) Clustering is the way of organizing the information and generating the idea is useful in process of writing. Meanwhile, clustering builds the connection between the student's experience and new information.

c) The Technique of Using Clustering

Clustering technique is a way to generate the idea in writing, besides a way to connect the idea visually. It is useful to see how to connect the idea. It also helps the students to generate the topic to the subtopic of the idea.⁴¹ Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. The steps are:

- 1) Choose one of the topic suggestions, and write it in a large circle in the center of a piece of paper.
- 2) Think about the topic for one or two minutes. Then write each new idea that comes into your mind in smaller circles around the large circle.
- 3) Think about the idea in each smaller circle for one or two minutes. Write any new ideas in the even smaller circle.

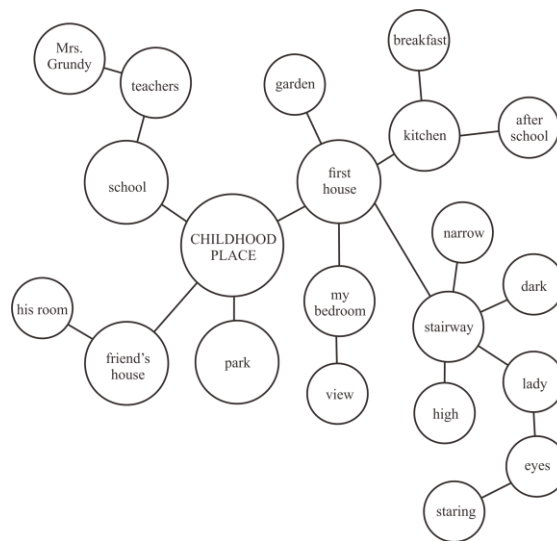
⁴¹ Jhon Langan, *Sentence Skill Seventh Addition*, (New York: Mc GrawHill, 2004), p.77.

- 4) Look over your groups of circles. Which group is the largest? The largest group of circles is probably the most productive topic for your paragraph.⁴²

Table 2.3

Example of clustering technique

A place from My Childhood⁴³



The clustering technique is getting new ideas and communicate your ideas into easy way as an above diagram.

C. Theoretical Hypothesis

The hypothesis in the writer is the basic assumptions of how the result of the research will be present. Besides, it will predict a phenomenon. Moreover,

⁴² Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, (United States: Pearson Education, 2007), p.72-74.

⁴³ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, (United States: Pearson Education, 2007), p.72.

in formulating the hypothesis, the researcher has to ensure that the hypothesis is based on fact or reality. There is two kind of hypotheses:

H_0 : There is no significant effect of the clustering technique on students' writing ability of the descriptive text.

H_a : There is a significant effect of the clustering technique on students' writing of the descriptive text.

In this points, the researcher focuses on the previous study, literature review, and hypothesis. In the previous study, the writer showed three researchers that were used as a reference for creating this research. In the literature review, the researcher explained the definition of writing, the kinds of genre text, descriptive text and generic structure of the descriptive text, and clustering technique in teaching writing. In hypothesis, the writer desired that teaching writing descriptive text use clustering technique can be effective.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research setting, the subject of the research, technique of collecting data and method of data analysis.

A. Research Design

The approach used in this research is quantitative. The emphasis of research is collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency etc, of phenomena. This type of research, although harder to design initially, is usually highly detailed and structured and results can be easily collected and presented statistically.¹

The researcher used the experimental research as the design of this research. It is carried out in order to explore the strength of the relationship between the variable. A variable as the terms itself suggests. Is anything which does not remain constant.² Experimental research is the research which compares two groups, one of the groups as an experimental group and control group.³ This kind of experiment is true experimental design in form of pre-test and post-test control group design. In the true experimental design, there are two groups which have been chosen randomly (R). Both two groups are given a pre-test to know the first ability level between them. The pretest result was said well if there was no significant difference. After giving pretest, the experimental group was given a certain treatment (X) while the control one

¹ S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.105.

² David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.25.

³ S, Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.110.

was given a certain treatment (Y). After that, both the groups were given posttest to know it is different or not in their ability.

Table 3.1

The design of experimental research

R.1	O1	X	O2
R.2	O3	Y	O4

Where:

R.1 = Experimental group sample

R.2 = Control group sample

O1 = Pretest value of experimental group

O2 = Posttest value of experimental group

O3 = Pretest value of control group

O4 = Posttest value of control group

X = Treatment using a clustering technique

Y = Treatment without clustering technique

B. Research Setting

This research conducted of November at first semester in academic year 2018/2019 and this research was taken place at SMP IT Robbani Kendal.

C. Subject of the Research

1. Population

The population is a generalization area that consists of an object/subject that has a quality and certain characteristics that have been

decided by the researcher to be studied and then make a conclusion.⁴ The population of this research is all of the students at class VIII SMP IT Robbani Kendal in the academic year of 2018/2019. In this research, the population is 46 students.

2. Sample and sampling

The sample is a part of a population that has the same character in the population.⁵ Sampling is a technic to determine a sample.⁶

Based on the situation and condition, the researcher is using simple random sampling. It used to take the subject/ sample which is not based on strata, random or area, but it is based on random. where the population is homogeneous.⁷ The sample of this research is 46 students.

3. Variable

Variable is the object of research or something that, became the concern of research.⁸ There were two types of variable in this research:

a. The Independent Variable

Independent variable is a free variable. This variable gives an influence or causes a dependent variable.⁹ One independent variable must be the treatment variable. One or more groups receive the experimental manipulation, or treatment, from the researcher. Other

⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.117.

⁵ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.117.

⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.118.

⁷ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.64.

⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.2.

⁹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.4.

independent variables may simply be measured variable in which no manipulation occurs.¹⁰ Independent variable of the research is using clustering technique in teaching writing of the descriptive text.

b. The Dependent Variable

The dependent variable called an output variable, criteria, and consequence. The dependent variable is a variable that influenced or the consequences, because of the free variable.¹¹ The dependent variable in this research is students' achievement in the teaching writing of descriptive text using clustering technique.

D. Technique of collecting data

1. Test

The test is used to measure the abilities of the object that observed.¹² According to Margono, the test is a set excitement passed to stimuli one with an intention to get answerable to be made by the base to stipulating of number score.¹³ The quantitative research is used pretest and posttest as one of the data collection technique. The researcher conducted both of the tests to investigate the differences.

a. Pre-test

The pre-test before the treatment is giving to experimental class and control class. The researcher conducted the pre-test to the students in the first meeting. The test was a written test; the students were asked

¹⁰ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (America: SAGE Publications, 2009), p.157.

¹¹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*, (Bandung: Alfabeta, 2013), p.4.

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2013), p.268.

¹³ S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.170.

to make their own descriptive text. The test was intended to know the students' ability in writing descriptive text.

b. Post-test

The post-test after the treatment was given to the experimental class and control class. The test was supposed to know the students' ability in writing descriptive text after the experiment class was given the treatment. In the experiment class, the writer gave the treatment that uses clustering as a technique in teaching writing descriptive text. In the control class, the writer was using Think-Pair-Share (TPS) in teaching writing descriptive text.

2. Documentation

Documentation is used to look for the data concerning matters or the variable taken from of the note, book, magazine, newspaper, transcript, agenda, etc.¹⁴ The archival data that helps the researcher to collect the needed data.¹⁵ The researcher used documents related to the object research such as students name list and the English subject schedules. Moreover, it is used to prove that the research is real, not fictive research.

E. Method of Data analysis

In the process of analyzing the data, the researcher used the data of the study. The researcher is using the t-test to know there is an effect or not from the samples of research. In analyzing the data there are three steps, normality test, homogeneity test, and an average test.

¹⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p.201.

¹⁵ S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.181.

After collecting the data, the researcher analyzed the data. It used to answer the question of research or to examine the hypothesis that has been formulated.

1. Scoring technique

In this research, the researcher used a writing test to measure students' ability in writing descriptive text. According to Douglas Brown, there are five categories in analytic scoring of writing test namely organization, logical development of ideas, grammar, punctuation/ spelling/ mechanics, and style.¹⁶ The writer adopted the scoring categories based on Browns' analytic scoring. There are many categories are using of scoring element in writing by the writer, follows the table:

Table 3.2

Scoring Guidance and the Explanation of Criterion¹⁷

Organization : Identification and description	4	Appropriate title, structures are clearly stated and completed
	3	Adequate title, structures are well stated and completed
	2	There is no title, some missing point in structure but doesn't distract the reader
	1	There is no title, Uncompleted structures
Logical	4	Text is appropriate with the topic, supported with good

¹⁶ H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (USA: Longman, 2004), p.243.

¹⁷ H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (USA: Longman, 2004), p.244.

development of ideas: content		evidences, ideas are creatively developed
	3	Text addressed the topic, ideas could be more creatively developed
	2	Ideas development is not completes and not divided exactly
	1	Ideas are not completed. There is no efforts to develop the topic
Grammar	4	There is no more than 3 grammatical mistakes. Text can be read comfortably
	3	Only 4-6 grammatical mistakes but the readers still understand the content
	2	There are 7-10 grammatical mistakes that distract the reader
	1	There are more than 10 major grammatical mistakes. Text are impossible to understand
Punctuation	4	Correct use of punctuation and capitals.
	3	Some problem of capitals and punctuation
	2	Problem of capitals and punctuation that interfere writers' ideas
	1	Serious problem of capitals and punctuation that

		cannot be accepted.
Style	4	Writing style is neat
	3	Writing style is quite neat
	2	Less organized writing style
	1	Disorganized writing style

The data was analyzed by giving a test to the students. There are three steps of data analysis, normality test, homogeneity test, and an average test. As follows:

2. Analysis of Pre-Test

a. Normality Test

Normality test is used to know whether the distribution data normal or not. To find out the distribution data, it is used normality test by Chi-Square. The calculation Chi-Square test is as follows:¹⁸

Calculate the chi-square (χ^2), with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 : Chi-square

O_i : Frequency from the sample

E_i : Frequency that was obtained from the data sample

¹⁸ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.273.

k: Number of class interval

the achievement is compared with by using significances 5% and $dk = k - 1$. If $X_{count}^2 < X_{table}^2$ the distribution list is normal, and if $X_{count}^2 > X_{table}^2$ distribution list is not normal.

b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that is taken from the population, has the same variant or not. To know the Homogeneity. It is used the following formula;

$$F = \frac{\text{biggest variant}}{\text{smallest variant}}$$

Homogeneity test using hypothesis:

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Variant homogeneous)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Variant not homogeneous)}$$

The calculation of result of $F_{count} < F_{table}$ with $\alpha = 5\%$ degree of significances, so H_0 is accepted, it means the data is homogeneous and have the same variance.

c. Average test

This test is used to examine average scores of experimental and control groups. In this research, the writer used the t-test to analyze the data. And the formula is:¹⁹

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

¹⁹ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014), p.138.

With,

$$S = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

S : Standard deviation

X_2 : Average score of the experimental group

X_2 : Average score of the control group

n_1 : Sum of subject of experimental group students

n_2 : Sum of subject of control group students

S_1^2 : Variant of experimental group

S_2^2 : Variant of control group

The hypothesis is:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

μ_1 : Average data of experimental class

μ_2 : Average data of control class

If $t_{count} > t_{table}$ H_0 is rejected and there is no similarity of average value from both of groups. Moreover, the other way If $t_{count} < t_{table}$ So H_0 is accepted and there is a similarity of average value from both of group.

3. Analysis of Post-Test

a. Normality Test

Normality test is the same as the normality test in pre-test of the data analysis technique.

b. Homogeneity Test

Homogeneity test is the same as the homogeneity test in pre-test the data analysis technique.

c. Average test

The hypothesis test is similarity as the hypothesis test in pre-test the data analysis technique. This test is used to measure students' achievement after the experimental class and control class was given treatment and explanation. The resulting test is analyzed statistically.

In this research, the researcher used the t-test to analyze the data. And the formula is:²⁰

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With,

$$S = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

S : Standard deviation

X_1 : Average score of the experimental group

X_2 : Average score of the control group

²⁰ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014), p.138.

n_1 : Sum of subject of experimental group students

n_2 : Sum of subject of control group students

S_1^2 : Variant of experimental group

S_2^2 : Variant of control group

The hypothesis is:

$H_0: \mu_1 \leq \mu_2$

$H_a: \mu_1 > \mu_2$

μ_1 : Average data of experimental class

μ_2 : Average data of control class

If $t_{count} < t_{table}$ So H_0 is accepted and there is no difference of average value from both of groups. Moreover, the other way If $t_{count} > t_{table}$ So H_a is accepted so there is a significant difference of average value from both of group.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the data that was collected during the experimental research. The first analysis focuses on the collection and analysis data, and the second analysis represents the result of pre-test and post-test that was done both in experimental and control groups.

A. Profile of School

SMP IT Robbani Kendal is located at Jalan Gama Langenharjo Kendal telp. 0294 3681056. The school consists of two floors. It has a good environment, comfortable classroom, mosque, library, laboratory, and others. Besides that, SMP IT Robbani Kendal has enough media in an implementation of the teaching-learning process.

There are 6 classes, 2 classes for seventh grade, 2 classes for eighth grade, and 2 classes for ninth grade. The school has 108 students and 17 teachers. This is Islamic-based school that had been built since 2014.

B. Description of the Research Finding

The research had been conducted from November 1st, 2018 to November 30th, 2018 in SMP IT Robbani Kendal.

To find out the effectiveness of teaching descriptive text using clustering technique on students' writing ability at eighth-grade students of SMP IT Robbani Kendal, the researcher did an analysis of quantitative data. After

conducting the study, the researcher got the data of research finding. It is obtained by using pre-test and post-test.

The implementation of this study divided into two classes, namely the experimental class (VIII B) and the control class (VIII A). Before the activities were conducted, the researcher determines the learning material and lesson plan. The study in the experimental class conducted by using clustering technique and the control class by using Think-Pair-Share (TPS) technique.

The test was given, before and after treatments. The researcher scored the results of the test had been given to the students. Then, the researcher was to collect and analyze the data to the truth of the hypothesis that had been formulated.

The pre-test was given to the students before the researcher was implementing the treatment. After that, the experimental and control classes conducted the learning process or treatment. Then, the post-test was given to the groups to obtain the data.

C. Data Analysis and Hypothesis

1. Analysis of Pre-test

The experimental group (VIII B) was given a pre-test on November 1, 2018, and the control group (VIII A) was given a pre-test on November 1, 2018. They were asked to describe the situation in a picture.

The result of pre-test was used to know whether the class is normal or not and the classes is homogeneous or not. Those are called by normality test and homogeneity test. The completed data as follows:

Table 4.1
The value of Pre-test of the Experimental Class and the Control Class

EXPERIMENTAL CLASS			CONTROL CLASS		
NO	CODE	SCORE	NO	CODE	SCORE
1	E1	60	1	C1	60
2	E2	60	2	C2	65
3	E3	60	3	C3	60
4	E4	70	4	C4	60
5	E5	65	5	C5	80
6	E6	65	6	C6	65
7	E7	50	7	C7	60
8	E8	60	8	C8	80
9	E9	75	9	C9	65
10	E10	55	10	C10	65
11	E11	60	11	C11	70
12	E12	55	12	C12	60
13	E13	65	13	C13	55
14	E14	55	14	C14	65
15	E15	65	15	C15	55
16	E16	60	16	C16	70

17	E17	60	17	C17	60
18	E18	55	18	C18	60
19	E19	60	19	C19	60
20	E20	50	20	C20	60
21	E21	55	21	C21	70
22	E22	70	22	C22	60
23	E23	75	23	C23	70
Sum		1405	Sum		1475
Average		61,09	Average		64,13
MIN		50	MIN		55
MAX		75	MAX		80
Variant		47,63	Variant		44,66
S		6,901	S		6,683

a. Normality Test

Normality test was used to find out whether data of control and experimental groups which had been collected from the research come from normal distribution normal or not. The result computation of Chi-Square (X^2_{count}) then was compared with the table of Chi-Square (X^2_{table}) by using ($\alpha = 5\%$) of significance.

With $\alpha = 5\%$ and $df = k-1$. If $X^2_{count} < X^2_{table}$ meant that the data spread of research result disdributed normally.

Table 4.2
The normality of Pre-test of Experimental Class and Control Class

Class	X^2_{count}	X^2_{table}	Criteria
Experimental	0,9256	9,4877	Normal
Control	3,7501	9,4877	Normal

Based on the table above, it can be concluded that X^2_{count} was lower than X^2_{table} ($X^2_{count} < X^2_{table}$), so H_0 was accepted. The distribution data of the experimental class and control class was normal.

b. Homogeneity test

Homogeneity was done to know whether to sample the research come from the population that had the same variance or not. In this research, the homogeneity of the test was measured by comparing the obtained score (F_{count}) with (F_{table}). Thus, if the obtained score (F_{count}) was lower than (F_{table}), it could be concluded that the H_0 was accepted, the variance was homogeneous.

The analysis of homogeneity test could be seen in table 4.3.

Table 4.3
The Homogeneity Result of Pre-test of Experimental Class and Control Class

Class	Variance	N	Df	F_{count}	F_{table}	Criteria
Experimental	47,63	23	6,90	1,066	2,0478	Homogen
Control	44,66	23	6,68			

Based on the formula above, it is obtained that:

$$F_{\text{count}} = \frac{vb}{vk}$$

$$F_{\text{count}} = \frac{47,63}{44,66}$$

$$F_{\text{count}} = 1,066$$

By using $\alpha = 5\%$ and df numerator = $23 - 1 = 22$, and df $23 - 1 = 22$, it was found $F_{\text{table}} = 2,0478$. Since $F_{\text{count}} (1,066) < F_{\text{table}} (2,0478)$, so H_0 was accepted meaning that the data of pre-test both classes; class VIII B and class VIII A had similar variances or homogeneous.

- c. The similarity test of the average of the initial data between the experimental group and the control group.

The researcher used the t-test to test the similarity of average.

$$H_0: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 > \mu_2$$

Where:

μ_1 : Average data of experimental class

μ_2 : Average data of control class

Table 4.4
The Average Similarity Test of Pre-test Experimental Class and Control Class

Variation Source	Experimental	Control	Criteria
Sum	1405	1475	H_0 Accepted
N	23	23	
Average	61,09	64,13	
Variance (S^2)	47,63	44,66	
Standard d.(S)	6,9	6,683	

Based on data above, it is obtained that:

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(23-1) 47,63 + (23-1) 44,66}{23 + 23 - 2}}$$

$$S = \sqrt{\frac{(22) 47,63 + (22) 44,66}{44}}$$

$$S = \sqrt{\frac{1047,86 + 982,52}{44}}$$

$$S = \sqrt{\frac{2030,38}{44}}$$

$$S = \sqrt{46,145}$$

$$S = 6,79$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{count}} = \frac{61,1 - 64}{6,79 \sqrt{\frac{1}{23} + \frac{1}{23}}}$$

$$t_{\text{count}} = -1,519$$

Based on the calculation above, on $\alpha = 5\%$ and $df = 23 + 23 - 2 = 44$, it is obtained $t_{\text{count}} = -1,519$ with $t_{\text{table}} = 2,015$, so it can be concluded that there was no difference of the pre-test average from both samples, Because t_{count} was lower than t_{table} ($-1,519 < 2,015$), so H_0 was accepted.

2. Analysis of Post-test

The Experimental group (VIII B) was given a post-test on November 15, 2018, and also the control group (VIII A) was given a post-test on November 15, 2018. They were asked to describe the situation in the classroom. The data as follows:

Table 4.5

Value of Post-test of the Experimental Class and the Control Class

EXPERIMENTAL CLASS			CONTROL CLASS		
NO	CODE	SCORE	NO	CODE	SCORE
1	E1	80	1	C1	65
2	E2	65	2	C2	70
3	E3	90	3	C3	70
4	E4	85	4	C4	75
5	E5	95	5	C5	80
6	E6	80	6	C6	75
7	E7	80	7	C7	70
8	E8	75	8	C8	90

9	E9	85	9	C9	80
10	E10	80	10	C10	65
11	E11	75	11	C11	85
12	E12	80	12	C12	65
13	E13	85	13	C13	65
14	E14	75	14	C14	75
15	E15	85	15	C15	70
16	E16	80	16	C16	90
17	E17	75	17	C17	70
18	E18	75	18	C18	70
19	E19	80	19	C19	70
20	E20	70	20	C20	75
21	E21	70	21	C21	75
22	E22	85	22	C22	60
23	E23	90	23	C23	85
Sum		1840	Sum		1695
Average		80	Average		73,69565
MIN		65	MIN		60
MAX		95	MAX		90
Variant		50	Variant		66,40316
S		7,07	S		8,15

a. Normality Test

The normality test was same of normality test in the pre-test, then the result computation of Chi-Square (X^2_{count}) then was compared with the table of Chi-Square (X^2_{table}) by using ($\alpha = 5\%$) of significance. If $X^2_{count} < X^2_{table}$ meant that the data spread of research result distributed normally.

H_0 is accepted if $X^2_{count} < X^2_{table}$, and H_0 is rejected if $X^2_{count} > X^2_{table}$. With $\alpha = 5\%$ and $df = k-1$.

Table 4.6
Normality Test of Post-test of Experimental Class and Control Class

Class	X^2_{count}	X^2_{table}	Criteria
Experimental	1,2534	9,4877	Normal
Control	6,7937	9,4877	Normal

Based on the analysis above, it can be concluded that X^2_{count} was lower than X^2_{table} ($X^2_{count} < X^2_{table}$), so H_0 is accepted. The distribution data of the experimental class and the control class were normal.

b. Homogeneity Test

The homogeneity test is used to know whether the group sample was taken from the population is homogeneous or not.

Table 4.7

The Homogeneity Result of Pre-test of Experimental Class and Control Class

Class	Variance	N	Df	F_{count}	F_{table}	Criteria
Experimental	50,00	23	7,07	1,328	2,0478	Homogen
Control	66,40	23	8,15			

Based on the formula above, it is obtained that:

$$F_{count} = \frac{vb}{vk}$$

$$F_{count} = \frac{66,40}{50,00}$$

$$F_{count} = 1,328$$

By using $\alpha = 5\%$ and df numerator = $23 - 1 = 22$, and df $23 - 1 = 22$, it was found $F_{table} = 2,0478$. Since $F_{count} (1,328) < F_{table} (2,0478)$, so H_0 was accepted meaning that the data of pre-test both classes; class VIII B and class VIII A had similar variances or homogeneous.

- c. The different test of the average of initial data between the experimental group and the control group

After counting standard deviation and variance, it could be concluded that experimental and control groups have no differences in the average test between two variances in the pre-test.

The researcher analyzed the students' result of writing descriptive text in experimental and control groups after getting treatment. The t-test used to test the hypothesis that had been mentioned in chapter two. To find the difference between the experimental and control groups, the researcher used the formula:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Where:

μ_1 : Average data of experimental group

μ_2 : Average data of control group

With,

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(23-1) 50,00 + (23-1) 66,40}{23 + 23 - 2}}$$

$$S = \sqrt{\frac{(22) 50,00 + (22) 66,40}{44}}$$

$$S = \sqrt{\frac{1100 + 1460,8}{44}}$$

$$S = \sqrt{\frac{2560,8}{44}}$$

$$S = \sqrt{58,2}$$

$$S = 7,63$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

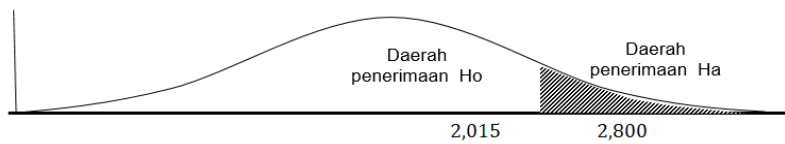
$$t_{\text{count}} = \frac{80,0 - 73,7}{67,63 \sqrt{\frac{1}{23} + \frac{1}{23}}}$$

$$t_{\text{count}} = 2,80$$

After getting t-test result, it would be consulted to the critical score of t_{table} to check whether the difference is significant or not. For on $\alpha = 5\%$ an $df = 23 + 23 - 2 = 44$, it was found $t_{\text{table}} = 2,015$. Because of $t_{\text{count}} > t_{\text{table}}$ so it could be concluded that there was the significance of a difference between the experimental group and the control group. It showed that the experimental group was better than the control group after getting treatments.

Table 4.8
The Result of Computation t-test

Group	N	X	(S^2)	S	t_{table}	t_{count}	Criteria
Experimental	23	80,0	50,0	7,07	2,015	2,800	H_a Accepted
Control	23	73,7	66,4	8,15			



D. Discussion

The data were obtained from the students' scores of the test of writing descriptive test. They were pre-test and post-test score from then experimental group and control group. The average score for experimental group was 61,086 (pre-test) and 80,0 (post-test). The average score for control group was 63,695 (pre-test) and 73,70 (post-test).

Table 4.9

The Pre-test and Post-test Students' Average Scores of the Experimental Group and Control group

NO	Group	The Average of Pre-test	The Average of Post-test
1	Experimental	61,086	80,00
2	Control	63,695	73,70

Based on the computation there was a significant difference between teaching writing descriptive text using clustering technique and teaching writing descriptive text without clustering technique for eighth-grade students at SMP IT Robbani Kendal. Teaching writing descriptive text using clustering seemed to be more effective than teaching descriptive text without clustering technique. It can be seen from the result of the test which the students taught

descriptive text by using clustering technique got a higher score than the students taught without clustering technique.

E. Limitation of the research

The researcher realized that this research not optimally. There are obstacles faced during the process. Some limitations of this research are:

1. This research is located in SMP IT Robbani Kendal and the samples just used VIII A and VIII B. In academic year 2018/2019. When the same researcher conducted in other schools. The study is still possible that a different result will be gained.
2. The researcher is lucky for many experiences and knowledge for doing this research, and the implementation process of this research was less smooth, but the researcher tried as good as possible to do this research.
3. The limitation of the time makes the implementation process could not do maximally, but it was enough to fulfill all the requirements of this research.
4. The researcher does not expert in the statistical area, there are a lot of formulas and need more time to calculate the result of data, but the researcher as maximal as possible to calculate the data of this research.
5. Considering all those limitations, there is a need to do more research about the writing of descriptive text using clustering technique so that more optimal result will be gained.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of this research and the researcher suggestions for the teacher, students, and the school.

A. Conclusion

This research was an experimental research design that was intended to investigate the effectiveness of teaching descriptive text using clustering technique on students' writing ability at the eighth-grade students of SMP IT Robbani Kendal. The result of this research was a significant effect. It means the technique is effective in teaching descriptive text using clustering technique on students' writing ability.

Before doing the experiment the researcher gave the pre-test. The average of the pre-test from experimental class = 61,086 and the average of the pre-test from control class = 64,13. With the equal quantity of each class is 23:23. Using $\alpha = 5\%$ with $dk = 23+23-2=44$ got $t_{table} = 2,015$ and $t_{count} = -1,519$. The quality of $t_{count} < t_{table}$, the result is H_0 accepted, and there is equal average first value of the experimental class' students and control class' students.

After doing the treatment, the researcher found that the average of experimental class = 80,00 and the average of control class = 73,695. With the equal quantity of each class is 23:23. Using $\alpha = 5\%$ with $dk = 23+23-2=44$ got $t_{table} = 2,015$ and $t_{count} = 2,800$. The quality of $t_{count} > t_{table}$, the result is H_0 rejected and H_α accepted, and there is differentiate the average

value of the experimental class' students and control class' students. The experimental class has a higher average than the control class. It means that teaching descriptive text using clustering technique on students' writing ability is effective in learnings' writing descriptive text.

B. Suggestions

From the conclusion above the researcher gives some suggestions:

1. The teacher should realize that the technique used in teaching-learning is important thing can improve students' motivation in learning.
2. Students should use the alternative way to help them in generating their idea such clustering technique.
3. The school should support the students in the learning process and gives the facility to motivate students in the learning activity.
4. For the further researcher, the writer suggests to investigate another type of the text such narrative and recount.

C. Closing

Praise be to Allah SWT, who has given fluency and guidance to finish this thesis. Realistically that the thesis cannot be perfect, the researcher hopes the critics or suggestions for this thesis. Hopefully, this thesis will be useful for the reader and the next researcher.

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APPENDIX 1

LESSON PLAN EXPERIMENT CLASS

School	: SMP IT Robbani Kendal
Subject	: English
Class/Semester	: VIII B/1
Material	: Descriptive Text
Time Allocation	: 4 x 40 minutes (2 Meetings)

A. Core Competence

1.	Comprehending and practicing the religion which is followed.
2.	Appreciating the behavior (honesty, discipline, responsible, care, polite, curious, confident, tolerance, internal motivation, healthy life program, friendly circumstance).
3.	Understanding, practicing, and analyzing the social function, structure of the text, and Linguistic Elements, in expressing asking and giving information, and the responses based on contextual usage.
4.	Experimenting, associating, and communicating in concrete domain (use, string up, enlighten, modify and make) and abstract domain (write, read, account, draw and arrange) appropriate with the lesson in the class and another source which is same.

B. Basic Competence

3.10	Implementing the structure of text and linguistic elements to carry out the social functions of descriptive texts by stating and asking about descriptions of people, animals and objects, short and simple, in accordance with the context of their use.
4.11	Catching the meaning in oral and written descriptive text, short and simple.
4.12	Arrange oral and written descriptive text, short and simple, about people, animals and objects, taking into account the social function, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identify social functions and linguistic elements of descriptive text.
2. Identifying the meaning of descriptive text.
3. Arrange ideas to compile descriptive paragraphs, short and simple, about people, animal, and objects.

D. Learning Aim

1. Students be able identify social functions correctly
2. Students be able identify the structure of the text correctly.
3. Students be able identify linguistic characteristics correctly.
4. Students be able identify linguistic elements about asking and giving the existence of objects, people, and animals.

5. Students be able write and develop ideas into a paragraph using clustering technique.
6. Students be able write simple descriptive texts with linguistic elements and correct text structures.

E. Learning Material

Social function

Describe, be proud, introduce, identify, praise, criticize, etc.

Text 1

Title	My School
Identification	I study on Junior High School.
Description	My school is located in Kendal city. There are many facilities in my school. There are nine classrooms for students to do learning. There is library for students reading the books. There is canteen for lunch. And there is teachers' office. I love my school.

Text 2

Title	My Country
Identification	My country is wonderful.
Description	I can see many buildings in my country. There is white house, it is my favourite building. There are factories for make

	<p>some item. There is a Mosque for muslim to pray. There is a hospital for people who are sick.</p> <p>I love my country</p>
--	---

Language Feature

- 1) The mention of singular nouns with *a, the,* and *plural (-s).*
- 2) The mention of singular nouns with *there is* and *there are.*
- 3) pronoun *it, they, she, we, etc.; our, my, your, their, etc.*
- 4) Adjectives that are very *common, old, fat, tall, short, beautiful, patient, nice, wise, smart, fat, etc.*
- 5) Verbs to state routine conditions and actions in simple present tense: *be, have, has, like, love, etc.*
- 6) The use of nominal singular and plural appropriately, with or without *a, the, this, those, my, their* in exactly the nominal phrase.

F. Learning Method

- Approach : Scientific Approach
Method : Collaborative Writing
Model : Clustering Technique

G. Media and Tool

1. Media : Paper.
2. Tool : Whiteboard, board marker.

H. The Steps of Learning Activities

1. Regular Learning Activities

Activity	Activity's Description	Instructions	Time
Opening	<ol style="list-style-type: none"> 1. Teacher greets students and they answer teacher's greeting. 2. Teacher motivates the students in order to they will be spirit in studying English. 3. Students pray before starting the program today 4. Teacher checks the students' attendance. 5. Teacher tells to the students about the coverage of the material. 	<ol style="list-style-type: none"> 1. <i>Good morning students!</i> 2. <i>How are you today? Are you ready to study now?</i> 3. <i>Before we start our lesson today, if better for us to pray first!</i> 4. <i>Who is absent today?</i> 5. <i>Today, we will study about descriptive text.</i> 6. <i>In this lesson, today we can</i> 	10 minutes

Activity	Activity's Description	Instructions	Time
	<p>6. Teacher informs the learning goals to the students.</p> <p>7. Students prepare supplies and equipment needed.</p> <p>8. Teacher build students' critical thinking</p>	<p><i>learn how to write descriptive text with clustering technique.</i></p> <p>7. <i>Please prepare your book now!</i></p> <p>8. <i>Before, we are going to start our lesson today, I will bring you to some text about descriptive text and you can identify the meaning of the text!</i></p>	
First Meeting			
Core Activities	<p><u>Observing</u></p> <p>1. Students are divided into 5</p>	<p>1. <i>Now, I will divide you into 5</i></p>	60 minutes

Activity	Activity's Description	Instructions	Time
	<p>groups</p> <p>2. Each group get some theme or title from teacher to make a clustering maps.</p> <p>3. Teacher gives the clustering technique and how to develop their ideas to make paragraph of descriptive use clustering technique.</p> <p><u>Questioning</u></p> <p>1. Students ask the question about the descriptive text to the teacher.</p> <p><u>Exploring</u></p> <p>1. Students find and</p>	<p><i>groups</i></p> <p>2. <i>And after that, choose one topic, then you write each new idea that becomes into your mind in a smaller circle around the large circle, based on the text are given by me!</i></p> <p>3. <i>You should use the concept maps to develop your ideas and make a simple descriptive text.</i></p> <p>1. <i>Anyone have question about</i></p>	

Activity	Activity's Description	Instructions	Time
	<p>arrange the vocabulary from their mind and write down into paper with clustering technique.</p> <p>2. Students discuss it with their group.</p> <p><u>Associating</u></p> <p>1. Every group writes the result on the worksheet.</p> <p><u>Communicating</u></p> <p>1. Every group presents the result in front of the class.</p> <p>2. Teacher asks the other students to comment.</p>	<p><i>descriptive text and clustering?</i></p> <p>1. <i>You find, write, and arrange your ideas about your school with clustering. And make simple descriptive text based on your ideas.</i></p> <p>2. <i>Please discuss with your groups!</i></p> <p>1. <i>Don't forget to write down your result on the worksheet!</i></p> <p>1. <i>Who wants to present the result</i></p>	

Activity	Activity's Description	Instructions	Time
		<p><i>first?</i></p> <p>2. <i>Any comment for your friend?</i></p>	
Second Meeting			
	<p><u>Observing</u></p> <p>1. Students are divided into 5 groups</p> <p>2. Each group get some theme or title from teacher to make a clustering maps.</p> <p>3. Teacher gives the clustering technique and how to develop their ideas to make paragraph of descriptive use clustering technique.</p>	<p>1. <i>Now, I will divide you into 5 groups</i></p> <p>2. <i>And after that you should make a clustering maps based on the text are given by me!</i></p> <p>3. <i>You should use clustering technique, to develop your ideas and make a simple descriptive text.</i></p>	<p>60 minutes</p>

Activity	Activity's Description	Instructions	Time
	<p><u>Questioning</u></p> <p>1. Students ask the question about the descriptive text to the teacher.</p> <p><u>Exploring</u></p> <p>1. Students find and arrange the vocabulary from their mind and write down into paper with clustering technique.</p> <p>2. Students discuss it with their group.</p> <p><u>Associating</u></p> <p>1. Every group writes the result on the worksheet.</p>	<p>1. <i>Anyone have question about descriptive text and clustering?</i></p> <p>1. <i>You find, write, and arrange your ideas about your school with clustering. And make simple descriptive text based on your ideas.</i></p> <p>2. <i>Please discuss with your groups!</i></p> <p>1. <i>Don't forget to write down your result on the</i></p>	

Activity	Activity's Description	Instructions	Time
	<p><u>Communicating</u></p> <ol style="list-style-type: none"> 1. Every group presents the result in front of the class. 2. Teacher asks the other students to comment. 	<p><i>worksheet!</i></p> <ol style="list-style-type: none"> 1. <i>Who wants to present the result first?</i> 2. <i>Any comment for your friend?</i> 	
Closing	<ol style="list-style-type: none"> 1. Students tell the problem during interpreting the meaning of the text. 2. Students make a student reflection. 3. Teacher provides feedback on the activities undertaken by the students. 	<ol style="list-style-type: none"> 1. <i>Is there any problem to understand this material?</i> 2. <i>Please write your opinion about the lesson today.</i> 3. <i>(Teacher gives the clearer information about the material that they learned).</i> 	10 minutes

Activity	Activity's Description	Instructions	Time
	<p>4. Teacher checks the students' understanding.</p> <p>5. Teacher informs what to learn and/or gives assignments for the coming learning.</p> <p>6. Teacher asks the students to close the lesson today by praying.</p>	<p>4. <i>Do you understand students?</i></p> <p>5. <i>Don't forget to keep studying!</i></p> <p>6. <i>Before we close our program today, let's pray together.</i></p>	

I. Assessment

1. From : Written test
2. Technique : Students with their past activities
3. Aspect : Organization, content, grammar, punctuation, and style.
4. Scoring guidance : Organization + content + grammar + punctuation + style

Assessment of Descriptive Writing

Organization : Identification and description	4	Appropriate title, structures are clearly stated and completed
	3	Adequate title, structures are well stated and completed
	2	There is no title, some missing point in structure but doesn't distract the reader
	1	There is no title, Uncompleted structures
Logical development of ideas: content	4	Text is appropriate with the topic, supported with good evidences, ideas are creatively developed
	3	Text addressed the topic, ideas could be more creatively developed
	2	Ideas development is not completes and not divided exactly
	1	Ideas are not completed. There is no efforts to develop the topic
Grammar	4	There is no more than 3 grammatical mistakes. Text can be read comfortably
	3	Only 4-6 grammatical mistakes but the readers still understand the content

	2	There are 7-10 grammatical mistakes that distract the reader
	1	There are more than 10 major grammatical mistakes. Text are impossible to understand
Punctuation	4	Correct use of punctuation and capitals.
	3	Some problem of capitals and punctuation
	2	Problem of capitals and punctuation that interfere writers' ideas
	1	Serious problem of capitals and punctuation that cannot be accepted.
Style	4	Writing style is neat
	3	Writing style is quite neat
	2	Less organized writing style
	1	Disorganized writing style

Scoring:

TOTAL SCORE x 5

J. Instrument

- a. Make a descriptive text based on the theme!!
- b. At least 10 sentences.
- c. Time allotment for writing 30 minutes

Semarang, 5 November 2018

Englishs' Teacher

Researcher

Titi Yuningsih, S.Pd

Wahyu Budiarto

APPENDIX 2

LESSON PLAN CONTROL CLASS

School : SMP IT Robbani Kendal
Subject : English
Class/Semester : VIII A/1
Material : Descriptive Text
Time Allocation : 4 x 40 minutes (2 Meetings)

A. Core Competence

1.	Comprehending and practicing the religion which is followed.
2.	Appreciating the behavior (honesty, discipline, responsible, care, polite, curious, confident, tolerance, internal motivation, healthy life program, friendly circumstance).
3.	Understanding, practicing, and analyzing the social function, structure of the text, and Linguistic Elements, in expressing asking and giving information, and the responses based on contextual usage.
4.	Experimenting, associating, and communicating in concrete domain (use, string up, enlighten, modify and make) and abstract domain (write, read, account, draw and arrange) appropriate with the lesson in the class and another source which is same.

B. Basic Competence and Indicator

3.10	Implementing the structure of text and linguistic elements to carry out the social functions of descriptive texts by stating and asking about descriptions of people, animals and objects, short and simple, in accordance with the context of their use.
4.11	Catching the meaning in oral and written descriptive text, short and simple.
4.12	Arrange oral and written descriptive text, short and simple, about people, animals and objects, taking into account the social function, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identify social functions and linguistic elements of descriptive text.
2. Identifying the meaning of descriptive text.
3. Arrange ideas to compile descriptive paragraphs, short and simple, about people, animal, and objects.

D. Learning Aim

1. Students be able identify social functions correctly
2. Students be able identify the structure of the text correctly.
3. Students be able identify linguistic characteristics correctly.
4. Students be able identify linguistic elements about asking and giving the existence of objects, people, and animals.
5. Students be able write simple descriptive texts with linguistic elements and correct text structures.

E. Learning Material

Social function

Describe, be proud, introduce, identify, praise, criticize, etc.

Text 1

Title	My School
Identification	I study on Junior High School.
Description	<p>My school is located in Kendal city. There are many facilities in my school. There are nine classrooms for students to do learning. There is library for students reading the books. There is canteen for lunch. And there is teachers' office.</p> <p>I love my school.</p>

Text 2

Title	My Country
Identification	My country is wonderful.
Description	<p>I can see many buildings in my country. There is white house, it is my favourite building. There are factories for make some item. There is a Mosque for muslim to pray. There is a hospital for people who are sick.</p> <p>I love my country</p>

Language Feature

- 1) The mention of singular nouns with *a, the,* and *plural (-s).*
- 2) The mention of singular nouns with *there is* and *there are.*
- 3) pronoun *it, they, she, we, etc.;* *our, my, your, their, etc.*
- 4) Adjectives that are very *common, old, fat, tall, short, beautiful, patient, nice, wise, smart, fat, etc.*
- 5) Verbs to state routine conditions and actions in simple present tense: *be, have, has, like, love, etc.*
- 6) The use of nominal singular and plural appropriately, with or without *a, the, this, those, my, their* in exactly the nominal phrase.

F. Learning Method

- Approach : Scientific Approach
Method : Collaborative Writing
Model : Think-Pair-Share Technique

G. Media and Tool

1. Media : Paper.
2. Tool : Whiteboard, board marker.

H. The Steps of Learning Activities

1. Regular Learning Activities

Activity	Activity's Description	Instructions	Time
Opening	1. Teacher greets students and they answer teacher's	1. <i>Good morning students!</i>	10 minutes

Activity	Activity's Description	Instructions	Time
	<p>greeting.</p> <p>2. Teacher motivates the students in order to they will be spirit in studying English.</p> <p>3. Students pray before starting the program today</p> <p>4. Teacher checks the students' attendance.</p> <p>5. Teacher tells to the students about the coverage of the material.</p>	<p>2. <i>How are you today? Are you ready to study now?</i></p> <p>3. <i>Before we start our lesson today, if better for us to pray first!</i></p> <p>4. <i>Who is absent today?</i></p> <p>5. <i>Today, we will study about descriptive text.</i></p>	

Activity	Activity's Description	Instructions	Time
	<p>6. Teacher informs the learning goals to the students.</p> <p>7. Students prepare supplies and equipment needed.</p> <p>8. Teacher build students' critical thinking</p>	<p>6. <i>In this lesson, today we can learn how to write descriptive text with clustering technique.</i></p> <p>7. <i>Please prepare your book now!</i></p> <p>8. <i>Before, we are going to start our lesson today, I will bring you to some text about descriptive text and you can identify the meaning of the text!</i></p>	

Activity	Activity's Description	Instructions	Time
First Meeting			
Core Activities	<p><u>Observing</u></p> <ol style="list-style-type: none"> 1. Students are divided into 5 groups 2. Each group get some theme or title from teacher to make a descriptive paragraph. 3. Students discussion with their pair. 	<ol style="list-style-type: none"> 1. <i>Now, I will divide you into pairs.</i> 2. <i>And after that you read and find out the meaning of the text based on the text are given by me!</i> 3. <i>You should discuss with your pair about the text. And find the meaning of the text.</i> 	60 minutes

Activity	Activity's Description	Instructions	Time
	<p><u>Questioning</u></p> <p>1. Students ask the question about the descriptive text to the teacher.</p>	<p>1. <i>Anyone have question about descriptive text?</i></p>	
	<p><u>Exploring</u></p> <p>1. Students find and arrange the vocabulary from their mind and write down into paper.</p> <p>2. Students discuss it with their group.</p>	<p>1. <i>You should find, write, and arrange your ideas about characteristic based on your theme what i given you and you must make point of words of your words that are discuss!</i></p> <p>2. <i>Please discuss with your pair!</i></p>	

Activity	Activity's Description	Instructions	Time
	<p><u>Associating</u></p> <p>1. Every group writes the result on the worksheet.</p> <p><u>Communicating</u></p> <p>1. Every group presents the result in front of the class.</p> <p>2. Teacher asks the other students to comment.</p> <p>3. Teacher gives feedback for the students.</p> <p>4. Students have to submit their result to the teacher.</p>	<p>1. <i>Don't forget to write down your result on the worksheet!</i></p> <p>1. <i>Who wants to present the result first?</i></p> <p>2. <i>Any comment for your friend?</i></p> <p>3. <i>,-</i></p> <p>4. <i>Please submit your result now!</i></p>	

Activity	Activity's Description	Instructions	Time
Second Meeting			
Core Activities	<p><u>Observing</u></p> <ol style="list-style-type: none"> 1. Students are divided into pair groups 2. Each group get some theme or title from teacher to make a descriptive paragraph. 3. Students discuss with their pair. <p><u>Questioning</u></p> <ol style="list-style-type: none"> 1. Students ask the question about the descriptive 	<ol style="list-style-type: none"> 1. <i>Now, I will divide you into pairs.</i> 2. <i>And after that you read and find out the meaning of the text based on the text are given by me!</i> 3. <i>You should discuss with your pair about the text. And find the meaning of the text.</i> 1. <i>Anyone have question about descriptive text?</i> 	60 minutes

Activity	Activity's Description	Instructions	Time
	<p>text to the teacher.</p> <p><u>Exploring</u></p> <ol style="list-style-type: none"> Students find and arrange the vocabulary from their mind and write down into paper. Students discuss it with their group. <p><u>Associating</u></p> <ol style="list-style-type: none"> Every group writes the result on the worksheet. 	<ol style="list-style-type: none"> <i>You should find, write, and arrange your ideas about characteristic based on your theme what i given you and you must make point of words of your words that are discuss!</i> <i>Please discuss with your pair!</i> <i>Don't forget to write down your result on the worksheet!</i> 	

Activity	Activity's Description	Instructions	Time
	<p><u>Communicating</u></p> <ol style="list-style-type: none"> 1. Every group presents the result in front of the class. 2. Teacher asks the other students to comment. 3. Teacher gives feedback for the students. 4. Students have to submit their result to the teacher. 	<ol style="list-style-type: none"> 1. <i>Who wants to present the result first?</i> 2. <i>Any comment for your friend?</i> 3. ,- 4. <i>Please submit your result now!</i> 	
Closing	<ol style="list-style-type: none"> 1. Students tell the problem during interpreting the meaning of the text. 2. Students make a student reflection. 	<ol style="list-style-type: none"> 1. <i>Is there any problem to understand this material?</i> 2. <i>Please write your opinion about the lesson</i> 	10 minutes

Activity	Activity's Description	Instructions	Time
	<p>3. Teacher provides feedback on the activities undertaken by the students.</p> <p>4. Teacher checks the students' understanding.</p> <p>5. Teacher informs what to learn and/or gives assignments for the coming learning.</p> <p>6. Teacher asks the students to close the lesson today by praying.</p>	<p><i>today.</i></p> <p>3. <i>(Teacher gives the clearer information about the material that they learned).</i></p> <p>4. <i>Do you understand students?</i></p> <p>5. <i>Don't forget to keep studying!</i></p> <p>6. <i>Before we close our program today, let's pray together.</i></p>	

I. Assessment

1. From : Written test
2. Technique : Students with their past activities
3. Aspect : Organization, content, grammar, punctuation, and style.
4. Scoring guidance : Organization + content + grammar + punctuation + style

Assessment of Descriptive Writing

Organization : Identification and description	4	Appropriate title, structures are clearly stated and completed
	3	Adequate title, structures are well stated and completed
	2	There is no title, some missing point in structure but doesn't distract the reader
	1	There is no title, Uncompleted structures
Logical development of ideas: content	4	Text is appropriate with the topic, supported with good evidences, ideas are creatively developed
	3	Text addressed the topic, ideas could be more creatively developed
	2	Ideas development is not completes and not divided exactly
	1	Ideas are not completed. There is no efforts to develop the topic
Grammar	4	There is no more than 3 grammatical mistakes. Text can be read comfortably
	3	Only 4-6 grammatical mistakes but the

		readers still understand the content
	2	There are 7-10 grammatical mistakes that distract the reader
	1	There are more than 10 major grammatical mistakes. Text are impossible to understand
Punctuation	4	Correct use of punctuation and capitals.
	3	Some problem of capitals and punctuation
	2	Problem of capitals and punctuation that interfere writers' ideas
	1	Serious problem of capitals and punctuation that cannot be accepted.
Style	4	Writing style is neat
	3	Writing style is quite neat
	2	Less organized writing style
	1	Disorganized writing style

Scoring:

TOTAL SCORE x 5

J. Instrument

- a. Make a descriptive text based on the theme!!
- b. At least 10 sentences.
- c. Time allotment for writing 30 minutes

Semarang, 5 November 2018

Englishes' Teacher

Researcher

Titi Yuningsih, S.Pd

Wahyu Budiarto

APPENDIX 3

No	Name	Code
1	AHSANUL HUSNA	E1
2	AMIRA NADYA DELIMA	E2
3	ANNISA NADYA RAHMA	E3
4	BERLIAN RAHMA PUTRI AMANDA S.	E4
5	DYAH AYU KHOIRUNNISA	E5
6	IZZA RIZKI FATHIYA	E6
7	KAYSA AGHNA SAZALY	E7
8	MAULANISA ARSYADA AZ ZAHRO	E8
9	NABILA	E9
10	NAFISA	E10
11	NASYWA RANA SYAHIDA	E11
12	NEIRJIS RUZAINA	E12
13	NIKEN NAILA IZZA	E13
14	QOTRUN NADA	E14
15	ROSLYN NAILU FAJRI	E15
16	SALSABILA SUCI MAHARANI	E16
17	SARAH YUMNA AFIEFAH	E17
18	UMI MAULIDIA NUR	E18
19	YULIA RAHMA	E19
20	ZAHRA NUR CAHYANI	E20
21	NARASYIFA AZALEA ARSY	E21
22	TIARA ZAHRA FAUZIA	E22
23	LEIBNIZ BETAROSI	E23

APPENDIX 4

Name of Control Class 8A		
No	Name	Code
1	ADITIA GUSTI SAPUTRA	C1
2	AHMAD ARIFFI AJINING PAMUNGKAS	C2
3	BAGAS RAHMAN FATONI	C3
4	DAMAI RAYA FAKHRUDDIN	C4
5	DZAKIL MUJIB	C5
6	FAISAL RIZQI NASHIRUDIN	C6
7	FARUQ AT TAQI	C7
8	GIMNASTIAR KHANSA ZADA	C8
9	IDRIS FADLI ROMADHON	C9
10	ILHAM SURYA PUTRA	C10
11	IRFAN KHAIRUL HUDA	C11
12	KHOIR RIZKY PANGESTU	C12
13	MUHAMMAD NABIL NUR KHOIRUDIN	C13
14	MUHAMMAD FUADI	C14
15	MUHAMMAD NUR IHSAN	C15
16	MUHAMMAD RIZALDY FIRDAUS	C16
17	MUHAMMAD ZAIDAN NUR RABBANI	C17
18	PRADANA BINGAR FA'IQ MARTYAS	C18
19	ADITIA SETIAWAN	C19
20	ALVITO ARIFYANDA	C20
21	IMAM SATRIO	C21
22	MUHAMMAD AFANDI HILMI NURUDIN	C22
23	MUHAMMAD NAULAN DZAKY	C23

APPENDIX 5

INSTRUMENT FOR PRE-TEST

EXPERIMENTAL GROUP AND CONTROL GROUP

Name :

Class :

Instruction

1. Write a simple descriptive text based on the animal picture!
2. The text is written in the present tense.
3. The length of the paragraph is seven or more sentences.
4. You have 60 minutes to write your paper.
5. Do not forget to write the title.

APPENDIX 6

INSTRUMENT FOR POST-TEST

EXPERIMENTAL GROUP AND CONTROL GROUP

Name :

Class :

Instruction

1. Write a simple descriptive text based on condition of your class!
2. The text is written in the present tense.
3. The length of the paragraph is seven or more sentences.
4. You have 60 minutes to write your paper.
5. Do not forget to write the title.

APPENDIX 7

Name : Julia Rahma.

Class : 8b.

Instruction

1. Write a simple descriptive text based on the animal picture!
2. The text is written in the present tense.
3. The length of the paragraph is seven or more sentences.
4. You have 60 minutes to write your paper.
5. Do not forget to write the title.

Zoo

The zoo is very interesting and large. There are many animals. There is a lion. There is a tiger. There are three penguins. There is a elephant. There are two camel. There is a zebra. There are two monkeys. There is a Hippopotamus. I like visit the zoo. Because I can learn about many animals.

APPENDIX 8

Name : M. Zaidan

Class : 8A

Instruction

1. Write a simple descriptive text based on the animal picture!
2. The text is written in the present tense.
3. The length of the paragraph is seven or more sentences.
4. You have 60 minutes to write your paper.
5. Do not forget to write the title.

1 ZOO
The zoo is interesting
there are many animals
there is a lion. There is
tiger. There are three penguin
there are camels In stall
there is zebra and there is
an elephant. There are two
monkeys and there is
an hippo there

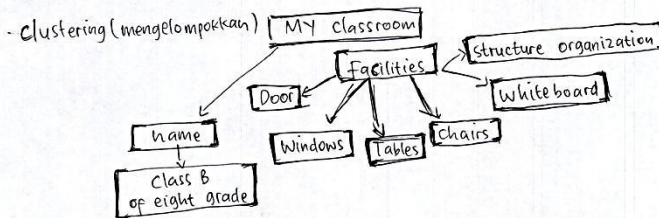
APPENDIX 9

Name : Julia Rahma

Class : 8 b

Instruction

1. Write a simple descriptive text based on condition of your class!
2. The text is written in the present tense.
3. The length of the paragraph is seven or more sentences.
4. You have 60 minutes to write your paper.
5. Do not forget to write the title.



Descriptive :

MY Classroom

I Comfort with my class B of eight grade. everyday I study in there. in my class have twelve windows, There are twenty four tables. and chairs. In front of class there are calendar, three picture, and white board. In behind class there is Bookshelf. and on the wall there is structure organization. I ~~feel~~ feel Happy learn in my classroom.

APPENDIX 10

Name : M.Zaidan

Class : 8A

Instruction

1. Write a simple descriptive text based on condition of your class!
2. The text is written in the present tense.
3. The length of the paragraph is seven or more sentences.
4. You have 60 minutes to write your paper.
5. Do not forget to write the title.

My Classroom

Everyday I study on my class

My class is very clean and have one door
my class have twelve windows there are
twenty five tables and chairs for student.

In front of class there is a whiteboard
and picture of President. there is a
table for teacher in left side of white
board. And the ~~side of class~~ right side
of class there are three curtain

I feel comfort in my class

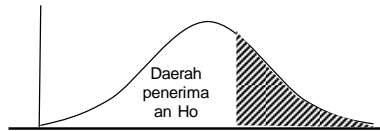
APPENDIX 11

**Uji Homogenitas
Tahap Awal**

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F < F_{\frac{1}{2}a}(v_1, v_2)$



Tabel penolong homogenitas

No.	Kelas	
	VIII B	VIII A
1	60	60
2	60	65
3	60	60
4	70	60
5	65	75
6	65	65
7	50	60
8	60	75
9	75	65
10	55	65
11	60	70
12	55	60
13	65	55
14	55	65
15	65	55
16	60	70
17	60	60
18	55	60
19	60	60
20	50	60
21	55	70
22	70	60
23	75	70
Σ	1405	1465
N	23	23
\bar{X}	61.09	63.70
S^2	47.63	32.31
S	6.90	5.68

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{47.63}{32.31}$$

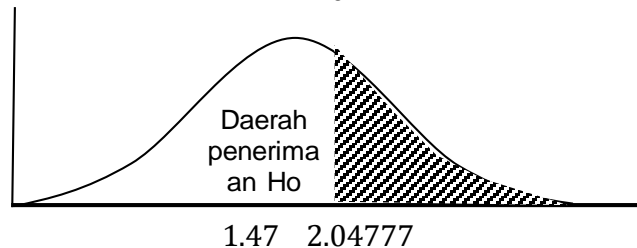
$$F_{hitung} = 1.474$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = $n-1 = 23-1 = 22$

dk penyebut = $n-1 = 23-1 = 22$

$$F_{tabel} = 2.04777$$



Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

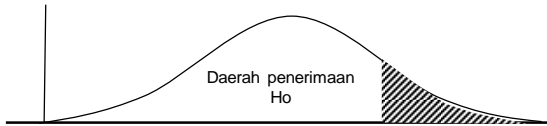
APPENDIX 12

**Uji Homogenitas
Tahap Akhir**

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F < F_{\frac{\alpha}{2}}(v_1, v_2)$



Tabel penolong homogenitas

No.	Kelas	
	VIII B	VIII A
1	80	65
2	65	70
3	90	70
4	85	75
5	95	80
6	80	75
7	80	70
8	75	90
9	85	80
10	80	65
11	75	85
12	80	65
13	85	65
14	75	75
15	85	70
16	80	90
17	75	70
18	75	70
19	80	70
20	70	75
21	70	75
22	85	60
23	90	85
Σ	1840	1695
N	23	23
\bar{X}	80.00	73.70
S^2	50.00	66.40
S	7.07	8.15

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{73.70}{50.00}$$

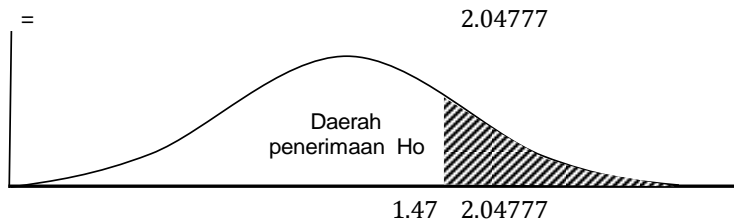
$$F_{hitung} = 1.47$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = $n-1 = 23-1 = 22$

dk penyebut = $n-1 = 23-1 = 22$

$F_{tabel} =$



Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

**UJI PERSAMAAN DUA RATA-RATA NILAI PRE-TEST
KELAS VIII A DAN VIII B**

Hipotesis

$$H_0 = \mu_1 = \mu_2$$

$$H_1 = \mu_1 \neq \mu_2$$

Uji Hipotesis

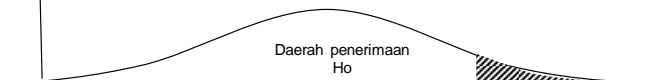
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$s^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila $t < t_{(1-\alpha)(n_1+n_2-2)}$



Sumber	VIII B	VIII A
Jumlah	1405	1475
n	23	23
\bar{x}	61.09	63.70
s^2	47.63	32.31
s	6.9	5.68

Berdasarkan rumus diatas diperoleh

$$S = \frac{(23-1) 47.63 + (23-1) 32.31}{23 + 23 - 2}$$

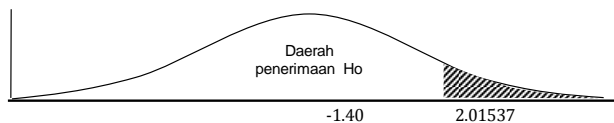
$$S^2 = 39.97$$

$$S = 6.32$$

$$t = \frac{61.09 - 64}{6.32 \sqrt{\frac{1}{23} + \frac{1}{23}}} = -1.40$$

Pada $\alpha = 5\%$ dengan $dk = 23 + 23 - 2 = 44$ diperoleh

$$t_{(0,05)(44)} = 2.01537$$



Karena t berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa ada persamaan rata-rata dari kedua kelas

**UJI PERBEDAAN DUA RATA-RATA NILAI POST-TEST
KELAS VIII B DAN VIII A**

Hipotesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Uji Hipotesis

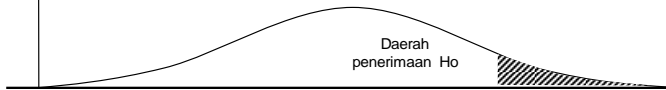
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila $t < t_{(1-\alpha)(n_1+n_2-2)}$



Sumber	VIII B	VIII A
Jumlah	1840	1695
n	23	23
\bar{x}	80	73.7
S^2	50	66.4
S	7.07	8.15

Berdasarkan rumus diatas diperoleh

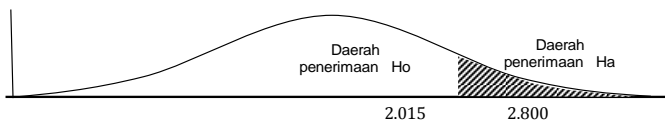
$$S^2 = \frac{(23-1) 50}{23} + \frac{(23-1) 66.4}{23} - 2$$

$$S^2 = 58.2$$

$$S = 7.63$$

$$t = \frac{80 - 74}{7.63 \sqrt{\frac{1}{23} + \frac{1}{23}}} = 2.80$$

Pada $\alpha = 5\%$ dengan dk = 23 + 23 - 2 = 44 diperoleh $t_{(0,05)(44)} = 2.015$



Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas

APPENDIX 19

Documentation

Pre-test of Experimental Class



Treatment of Experimental Class



Post-test of Experimental Class



Pre-test of Control Class



Treatment of Control Class



Post-test of Control Class





LEMBAGA PENDIDIKAN ISLAM TERPADU YAYASAN ROBBANI KENDAL
SMP ISLAM TERPADU ROBBANI

ALAMAT : JL. GAMA RT 05 RW 05 LANGENHARJO KENDAL JAWA TENGAH 51314
Telp. 0294 3681056 Website: Lpitrobbanikendal.com E-Mail: robbanismpit@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor: 279/KET/UL.SMP IT/XI/2018

Yang bertanda tangan di bawah ini Kepala SMP Islam Terpadu Robbani Kendal:

Nama : Siti Nurjanah, S. Pd. I.

NIPY : P 83 2009 0023

Menerangkan bahwa data Mahasiswa di bawah ini telah melaksanakan Penelitian Skripsi

Kualitatif di SMP IT Robbani Kendal.

NO.	NAMA	PERGURUAN TINGGI	NIM	JURUSAN	JUDUL SKRIPSI
1.	WAHYU BUDIARTO	UIN WALISONGO SEMARANG	1403046012	PENDIDIKAN BAHASA INGGRIS	The Effectiveness of Teaching Descriptive Text Use Clustering Technique on Students' Writing Ability (An Experimental Study at The Eight Grade of SMP IT Robbani Kendal in the Academic Year 2018/2019)

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya, atas perhatiannya saya sampaikan terima kasih.

Kendal, 13 Nopember 2018

Kepala SMP IT ROBBANI



Siti Nurjanah, S. Pd. I.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B-4575/Un.10.3/D.1/TL.28./08/2018 28 September 2018

Lampiran : -

Perihal : Izin Pra-Riset

Yth.

Kepala SMP IT Robbani
di Kendal

Assalaamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Wahyu Budiarto

NIM : 1403046012

Alamat : Kuripan RT 06/ RW 01 Kel. Wonolopo Kec. Mijen Kota
Semarang

Judul Skripsi : "THE EFFECTIVENESS OF CLUSTERING
TECHNIQUE ON STUDENTS' WRITING ABILITY IN TEACHING
DESCRIPTIVE TEXT" (An Experimental Study at The Eighth Grade of
SMP IT Robbani Kendal in The Academic Year 2018/2019)

Pembimbing : 1. Moh. Nafi Annury, M.Pd.

2. Nuna Mustikawati Dewi, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 2 hari (8 Oktober - 9 Oktober 2018).

Demikian atas kerjasamanya kami ucapkan terima kasih.

Wassalaamu'alaikum Wr. Wb.



Dekan,
Bidang Akademik

Tembusan disampaikan kepada Yth :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



KEMENTERIAN AGAMA
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Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B.4826/Un.10.3/DI/TL.00/10/2018 30 Oktober 2018

Lampiran :-

Perihal : Izin Riset

Yth.

Kepala SMP IT Robbani

di Kendal

Assalaamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Wahyu Budiarto

NIM : 1403046012

Alamat : Kuripan RT 06/ RW 01 Kel. Wonolopo Kec. Mijen Kota Semarang

Judul Skripsi : "THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT USE CLUSTERING TECHNIQUE ON STUDENTS' WRITING ABILITY" (An Experimental Study at The Eighth Grade of SMP IT Robbani Kendal in The Academic Year 2018/2019)

Pembimbing : 1. Moh. Nafi Annury, M.Pd.

2. Nuna Mustikawati Dewi, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 30 hari (1 November – 30 November 2018).

Demikian atas kerjasamanya kami ucapkan terima kasih.

Wassalaamu'alaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik



Dr. H. Fatah Syukur, M. Ag
19681212 199403 1003

Tembusan disampaikan kepada Yth :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Wahyu Budiarto
NIM : 1403046012
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF TEACHING DESCRIPTIVE TEXT USING CLUSTERING TECHNIQUE ON STUDENTS' WRITING ABILITY

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 \leq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 \leq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

HASIL DAN ANALISIS DATA

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
eksperimen_Pretest	23	50	75	61.09	6.901	47.628
kontrol_Pretest	23	55	80	64.13	6.683	44.664
Valid N (listwise)	23					



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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
eksperimen_Post	23	95	95	80.00	7.071	50.000
kontrol_post	23	60	90	73.70	8.149	66.403
Valid N (listwise)	23					

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Eksperimen	Kontrol
Mean	61.08695652	64.13043478
Variance	47.6284585	44.66403162
Observations	23	23
df	22	22
F	1.066371681	
P(F<=f) one-tail	0.44077973	
F Critical one-tail	2.047770309	

Keterangan:

Sig. = 0.440 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

F-Test Two-Sample for Variances

	Kontrol	Ekperimen
Mean	73.69565217	80
Variance	66.40316206	50
Observations	23	23
df	22	22
F	1.328063241	
P(F<=f) one-tail	0.255659618	
F Critical one-tail	2.047770309	



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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Keterangan:

Sig. = 0.255 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai_pretest	Equal variances assumed	.015	.902	-1.519	44	.138	-3.043	2.003	-7.081	.994
	Equal variances not assumed			-1.519	43.955	.138	-3.043	2.003	-7.081	.994

Keterangan:

Sig. = 0.136 $>$ 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan (Identik) rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai_Post	Equal variances assumed	.809	.373	2.802	44	.008	6.304	2.250	1.770	10.838
	Equal variances not assumed			2.802	43.143	.008	6.304	2.250	1.768	10.841

Keterangan:

Sig. = 0.008 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen) dan Kelas Kontrol

Semarang, 05 Desember 2018

Kepala Laboratorium



Deden Istiawan, S.Si., M.Kom

CURRICULUM VITAE

A.	PERSONALITY IDENTITY	
	Name	: Wahyu Budiarto
	Place, Date and Birth	: Semarang, 21 December 1995
	Sex	: Male
	Nationality	: Indonesia
	Marital Status	: Single
	Home Address	: Desa Kuripan RT 06/ RW 01 Kelurahan Wonolopo Kecamatan Mijen Kota Semarang
	Phone	: 089681014071
	Email	: wahyubudiarto@live.com
B.	EDUCATIONAL BACKGROUND	
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	SMP	: SMP Muhammadiyah 8 Semarang
	SMA	: SMAN 13 Semarang
	University	: Walisongo State Islamic University Semarang