

**THE EFFECT OF CLUSTERING TECHNIQUES TOWARDS STUDENTS'
DESCRIPTIVE WRITING ABILITY**

(A Pre-Experiment One Group Pre-test Post-test Research in SMPN 3 Rejang Lebong)

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English
Language Education



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2024

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Kepada

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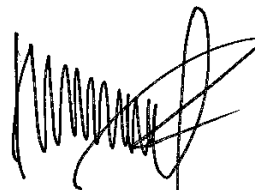
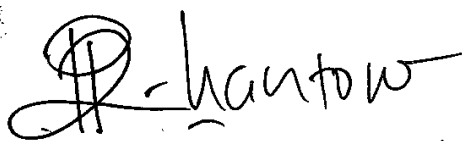
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PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish this thesis successfully. Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness to brightness. This thesis entitled **“The Effect of Clustering Techniques Towards Students’ Descriptive Writing Ability”**.

The purposes of writing this thesis is one of the requirements for the S-1 English Tadris Study Program. The Faculty of Tarbiyah at The State Islamic (IAIN) Curup. The researcher hopes that this thesis will be useful for readers and can be used as a reference for those who are interested in this field of study.

Curup, October 2024

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ACKNOWLEDGEMENT

Bismillahirrahmannirrahim

Assalamu 'alaikum warahmatulahi wabarokatuh

Praise be to Allah SWT, who with his love and mercy has given the researcher the strength and ability to complete the final assignment in her study. This success is an invaluable gift, and the researcher is very grateful for every help and inspiration obtained along this journey. Without his guidance, these accomplishments may not have been possible.

Greetings and blessings are always poured out on the Prophet Muhammad SAW, who is a role model for mankind. He, along with his beloved family, friends, and all his followers, have struggled with dedication to spread the teachings of Islam, bringing us from darkness to the light of guidance.

This thesis entitled **“The Effect of Clustering Technique Towards Students’ Descriptive Writing Ability”** is presented in partial fulfilment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contributions, guidance, support, and motivation from others. In this chance, the researcher would like to express her deepest gratitude to:

To my beloved parents, Mr. Samat and Mrs Aminah. I would like to express my deepest gratitude for all the support, motivation and financial assistance that you have provided. Without your love and sacrifice, I would not have been able to complete this thesis. You are my source of inspiration and strength, and I am so grateful to have such amazing parents.

To Mam Jumatul Hidayah, M.Pd., who is the head of the English language education department at IAIN Curup, who provided the best assistance and support. Next, to Mr. Dr. Prihantoro, SS., M.Pd, as advisor, and Mam Meli Fauziah, M.Pd , as co-advisor, I would like to express my deepest gratitude for all the help, guidance, and direction that has been provided so far the process of writing this thesis. Your support and attention not only made it easier for me to compile and complete this research but also provided

invaluable inspiration and insight. Your expertise and dedication in guiding me were every helpful in overcoming various challenges that arose.

To my sister Anik Winarsih, my brother Laksamana Mulyadi and my brother-in-law Heri Wardoyo. Thank you for always supporting me, don't forget my beloved nephew Elang Hamizan Abisatya and my niece Alzahra Arfatunisa who is always an encouragement and finally, to my teacher Mam Ewita. S. Pd, I would like to express my deepest gratitude for all the help, encouragement and time given to me from the past until now. Your support and guidance has been an invaluable source of motivation for me.

To my friends Dantia arum and Assavina, who have been loyal friends and have always supported me during my studies. And the last one is the owner of NIM 19591240, thank you for everything you have given me since my vocational high school days until now. Your extraordinary support, whether in the form of time, energy, or material, has become one of my sources of strength to continue moving forward. I really appreciate all your attention and sacrifices so far.

Finally, this researcher needs constructive suggestions to become a better researcher in the future. We hope that the results of this study can make a useful contribution to the development of education in the English Department and other schools. For acknowledgment above, and those are not mentioned, may Allah SWT gives them rewards.

Aamiin
Wassalamu'alaikum Warahmatullahi Wabarokatuh

Curup, October 2024

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MOTTO

“ Everything will be easy if you want to try and be helped by the prayers of your parents”

(Samat & Amin)

“ There are no truly dead ends in this life, often we just need to be patient and keep trying to find solutions that we haven't found because every challenge is an opportunity to explore new paths that we may not have previously considered ”

ABSTRACT

Elfa Sihara, 2024. “The Effect of Clustering Techniques Towards Students’ Descriptive Writing Ability”

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The aim of this research is to see the effect of using clustering techniques on students’ ability to write descriptive text. Clustering technique is a strategy that can be used to generate material for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering, the writer can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them. The researcher used the Pre-experiment one group pre test and post test design method in this research and the instrument used in this research was a test in the form of instruction to write descriptive text. The population taken in this research was the entire eight grade of SMPN 3 Rejang Lebong with a total of 200 students and a sample of class VIII A with a total of 30 students. The calculation results show that the pre-test mean is 61,73 and the post-test mean is 80,43. Furthermore, the researcher used the t test to see significant differences between the two data, the result showed a significant sig value (2-tailed) of $0,000 < 0,05$, which indicated that the null hypothesis was rejected and the alternative hypothesis was accepted. The results of this research show that the use of clustering techniques is effective on students’ ability to write descriptive text and has a significant effect on eight grade students at SMPN 3 Rejang Lebong. From the research results, it is hoped that the clustering technique can be used in teaching students writing materials.

Keywords : *Clustering Technique, Writing Ability, Descriptive Text*

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CHAPTER I

INTRODUCTION

This part consists of background of the research, research questions, objectives of the research, delimitation of the research, operational definition, significances of the study, the hypothesis, and thesis organization.

A. Background of The Research

Writing techniques is a strategy used to help someone in the writing process. There are many techniques can be applied in teaching writing like free writing, questioning, making a list, clustering and preparing a scratch outline.¹ In this research, researcher used one of the techniques above, namely the clustering technique. The clustering technique was chosen for several reasons, including: clustering is a simple approach to connecting thoughts and is a pre-writing technique used to collect ideas before starting to write about the topic being developed. Because clustering is a fun technique, students are motivated to write more competent descriptive paragraphs. In particular, by making students' thinking appear clearer, clustering can help their clarification and clustering techniques are easy to implement and require few teaching resources, making them easier for teachers to use. This encourages students to think in English and express themselves in writing while also assisting them in developing and organizing their ideas methodically.

¹ John Langan Albright, Zoe L, *Exploring Writing: Paragraphs and Essays Fourth Edition* (McGraw Hill Education, 2019) <<https://www.mheducation.com/highered/product/exploring-writing-paragraphs-essays-angan-albright/M9780073534794.html>>. p.17-23

Khumairo said clustering technique is one of pre-writing procedures which can be used to help writers clarify their thinking which, in turn, increases their ability to express their thoughts either orally or in writing.² Clustering technique designs activity and mind participant through processing of writing which become group together. This means that the cluster technique is a useful tool for improving writing skills because it makes the process simple and allows students to explore their ideas and creativity through a of paragraphs.

Clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggests specific topics and yields related details.³ The meaning of clustering is a brainstorming technique carried out without restrictions or censorship, combined with the doodling method to explore various ideas freely. This process allows us to group emerging ideas, thus providing a holistic picture of a subject. Through this grouping, we can identify specific topics that need further development and generate relevant related details. Thus, clustering helps in formulating a clear and organized structure of ideas that may initially appear random or unconnected. Baroudy defines clustering as a non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible.⁴ Clustering is a straightforward process that may be completed in a few

² Ika Nur Khumairo, 'The Impact of Clustering Technique to Students' Descriptive Writing Ability for 10th Grade in SMK PGRI 4 Kediri', *Educaton*, 2019.

³ Betty Mattix Dietsch, *Reasoning & Writing Well* (McGraw-Hill, 2003) <https://books.google.co.id/books/about/Reasoning_and_Writing_Well.html?id=bITCPIyZr50C&redir_esc=y>.

⁴ Ismail Baroudy, 'A Procedural Approach to Process Theory of Writing; Pre-Writing Techniques', *The International Journal of Language Society and Culture*, 2008, p. 7.

easy steps. The steps involved in clustering work are as follows: (a) On a piece of paper, write the topic in the middle as a word or phrase, then circle it. (b) explain the topic's primary concepts or elements in a single word or phrase. Draw a circle around these and relate them to the central issue. (c) the following stage is to come up with information pertaining to these key points of the topic, such as facts, details, examples or thoughts. Arrange these in a cluster around the primary components.⁵

Nation stated Writing is an activity that can help prepare for work in the other abilities of speaking, listening, and reading. Words that have been used receptively may be able to be employed productively thanks to this preparation. Writing is also regarded as a sign that a pupil is improving their capacity to communicate their thoughts and feelings.⁶ Communication skills including speaking, writing, and listening are critical in every subject area of the curriculum. This is due to the fact that pupils ought to be able to converse both orally and in writing in language. Since the first grade of junior high school, Indonesian students have taken writing courses. However, it is known that students have certain writing problems. According in Megawati, students often have difficulty starting to write because they are not sure what to write or how to come up with ideas. this is caused by procedural factors, such as not knowing how to write.⁷ Based on the results of initial pre-observations conducted by researcher at SMP N 3 Rejang Lebong, researcher found that students

⁵ Albright, Zoe L. *Op Cit.* p. 22.

⁶ Nation I. S, *Teaching ESL/EFL Reading and Writing* (Routledge, 2009).

⁷ Megawati Sinaga, 'The Effect of Roundtable and Clustering Teaching Techniques and Students' Personal Traits on Students' Achievement in Descriptive Writing', *Advances in Language and Literary Studies*, 8.6 (2017), p. 69, doi:10.7575/aiac.all.v.8n.6p.69.

had difficulty writing descriptive text well and the problems faced by students are almost the same as the explanation above, namely students have difficulty starting a piece of writing, the lack of vocabulary makes it difficult for them to express ideas, difficulty in putting together words, difficulty in translating sentences from Indonesia-English as well as grammatical structures that are not well understood and students do not understand the structure in writing descriptive text.

According to experts, there are many definitions of descriptive text. The factual genres include descriptive texts. Its social function is to describe a particular person, place, or item.⁸ Using words to evoke sensory perceptions and visual imagery is part of writing a description. More than that, description is a component of another work of writing that helps the reader understand something from the writer's perspective. By putting things' feels, sounds, tastes, smells, and looks into words, descriptions help to replicate sensory impressions. Emotion can also be used to describe emotions like happiness, fear, loneliness, melancholy, and joy. There are additional goals for the descriptive text. Clouse stated that as social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes and people we encounter. Travel agents describe places to lure us to visit, real estate brokers describe properties to pique our interest in seeing them, and advertisements explain items to convince us to purchase them. We even use description to influence others to think or act in specific ways. For instance, the goal of description is to enlighten,

⁸ Artono wardiman et Al, *English for Focus: For Grade VII Junior High School (Smp/Mts)* (2008).

entertain, convey emotions, relate experiences, and persuade.⁹ From the explanation above, it is known that descriptive text is text that very close to the life that is often lived by everyone.

The following is related to research on clustering techniques conducted by Nindya Revani et, al with the research title “Investigating Clustering Techniques on Students’ Writing Skills in Narrative Text”. In this research, it is said that the use of clustering techniques is effective on the ability to write narrative texts of tenth grade students at sincere Bhakti high school.¹⁰ Based on the results of previous research, the researcher decided to use clustering techniques, but with variations in the sample, location, level of education, and type of text studied. This research aims to expand scientific insight, enrich new knowledge, and explore the influence of using clustering techniques on different types of text in more varied contexts.

Based on the background above, the researcher wants to conduct a research entitled “**The effect of the clustering techniques towards students’ descriptive writing ability**” to find out how much influence the clustering technique has on students’ ability to write descriptive texts.

⁹ Barbara Fine Clouse, *The Student Writer: Editor and Critic (7th Ed)*, 7th edn (McGraw-Hill Humanities/Social Sciences/Languages, 2006) <<https://www.scribd.com/document/340866749/The-Student-Writer-7th-edition-2006-pdf>>.

¹⁰ Nindya Revani Anggitaningrum and others, ‘Investigating Clustering Technique on Students’ Writing Skill in Narrative Text’, *Journal Polingua: Scientific Journal of Linguistic Literatura and Education*, 10.1 (2021), pp. 12–15, doi:10.30630/polingua.v10i1.164.

B. Research Questions

Based on the background that has been explained previously, the researcher formulates the questions:

1. How are students' descriptive writing ability before the implementation of clustering technique?
2. How are students' descriptive writing ability after the implementation of clustering technique?
3. Is there any significant difference of students' descriptive writing ability before and after using the clustering technique?

C. Objectives of the research

Based on previous research questions, the purpose of this research is :

1. To know the students' abilities in writing descriptive text before using clustering technique.
2. To investigate students' ability in writing descriptive text after clustering techniques.
3. To explain whether or not there are significant differences before and after using the clustering technique.

D. Delimitation the study

To avoid expanding too much on the problem under study and the direction of this research, the researcher focused this research on the following : the effect of clustering techniques toward students' descriptive writing ability (A Pre-experiment

one group pre-test post-test research in SMPN 3 rejang lebong). In this research, researcher used one class as samples using clustering techniques.

E. Operational definition

In this research, the researcher formulated a definition to make it easier and to avoid misunderstandings regarding the concepts used by the researcher. Some of the definitions put forward are as follows :

1. Clustering technique

Clustering techniques is a non-linear brainstorming and is similar to the free association technique, where ideas are collected and organized spontaneously without following a structured sequence. This process reflects the flow of ideas in the design mind, which emerges through disordered lightning associations, thereby allowing new patterns to emerge and develop. by using clustering techniques, we can naturally generate different choices and ideas from different points of view, connecting the experiences and knowledge that have accumulated throughout our lives. This process helps us explore new possibilities and discover connections that may not be obvious. The clustering technique, which is a learning technique that aims to obtain students' ideas and thoughts, is used in this research to help class VIII students at SMPN 3 Rejang Lebong improve their ability to write descriptions texts. Researcher used clustering techniques o help students write more descriptive texts.

2. Writing ability

Writing is a communication tool that allows authors to express their ideas or areas of expertise.¹¹ During the writing process, students have the ability to use writing as an effective communication tool to convey their knowledge and understanding. The focus of this study is on the ability of the students at SMP Negeri 3 Rejang Lebong to write descriptive texts. The ability of the students to write in this research is limited to five important aspects that serve as the basis for writing descriptive texts: content, organization, language, spelling, and mechanics. It is hoped that by understanding and addressing this particular aspect of the assignment, students will be able to produce descriptive texts that are not only informative but also clear and easy for readers to understand.

3. Descriptive text

The goal of descriptive writing is to give a clear, concise, and in-depth account of a location. The author often includes details on the place's location, size, and age in this paragraph, along with a number of other significant components including its contents and unique qualities that set it apart from other locations. Using a variety of in-depth explanations, descriptive writing creates a more realistic and thorough experience for readers by assisting them in visualizing and comprehending the location.

¹¹ Astrianingsih, 'An Analysis of Students' Difficulties in Writing Descriptive Text at the First Grade of SMAN 1 Kuala Kampar' (riau, 2021).

F. Significances of the study

This research is expected to provide the following benefits :

1. Theoretically

Theoretically, this study is important since it presents strategies for improving descriptive text writing abilities. In addition, this study seeks to ascertain the benefits and drawbacks of employing clustering approaches to enhance students' descriptive text writing ability.

2. Practically

Several practical benefits include various aspects including:

1) For students

The results of this research are expected to provide significant benefits for students by applying clustering techniques. This technique is designed to overcome students' difficulties in starting the writing process and developing their ideas. by using clustering techniques, students are expected to not only overcome obstacle in writing, but also experience a more enjoyable and motivating learning process. Thus, this technique aims to improve students' writing skills and make their learning experience more productive and enjoyable.

2) For teachers

It is hoped that the results of this research will provide significant benefits to teachers by providing valuable insights for

teacher professional development. By utilizing the findings from this research, teachers can use the latest techniques and teaching strategies that have been proven effective.

3) For future researchers

It is hoped that the findings of this study would give future scholars a thorough grasp of how to application clustering techniques, which will be a beneficial contribution. The results of this study can be used as a foundation for more investigation, assisting future scholars in comprehending the advantages and disadvantages of applying clustering approaches in various settings.

G. The hypothesis

A hypothesis is a temporary answer to an issue that is still a presumption since its veracity needs to be established. Research data will be used to test the validity of the alleged answer, which is a temporary truth.

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

Ha : There is a significant effect of clustering technique on students' descriptive writing ability.

H. Thesis organization

This section provides a detailed description of the research structure that has been prepared, as well as clearly explaining the content and objectives of each chapter in the research.

CHAPTER I : Introduction. This chapter includes the research background explaining the context and importance of the research, followed by the formulation of the research questions that will be answered through this research. The objectives are outlined to determine what is to be achieved, while the hypothesis is put forward as an initial guess that will be tested.

CHAPTER II : Literature review. This chapter presents the related theories underlying the research, providing a conceptual framework and relevant academic references to understand the theoretical background that supports this research.

CHAPTER III : Research Methodology. This chapter explains the methodological approach used in the research. It includes the types of research applied, a description of the population and sample, as well as the research procedures followed. Data collection techniques and data analysis methods are also explained in detail to provide an overview of how data is obtained and processed.

CHAPTER IV : Research results and Discussion. In this chapter, research results are presented through data analysis using descriptive statistics. Discussion of results links research findings with theories and hypotheses that have been previously stated, and discusses the implications of these results.

CHAPTER V : Conclusion and Suggestion. This final chapter presents conclusion from the research results which are summarized based on the main findings. Researcher provide relevant suggestion for the teacher and future researchers.

CHAPTER II

LITERATURE REVIEW

This chapter contains a review of related theories and previous studies.

A. Review of Related Theories

1. Writing

The writing definition has so far proposed by many scholars. They different aspects on definition. Hyland writing is activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences.¹² It means that writing is an activity that cannot be done without doing anything and writing cannot be done suddenly. This means that writing requires proper planning, so that it can be easily understood by readers.

Writing is the act of putting ideas into words or communicating with people through writing. Harris states that the students can use writing to express their ideas, opinions, realities, and point of view.¹³ From the definition above, it is stated that writing is an activity that involves planning and writing also means expressing thoughts, opinions and points of view in written form.

¹² Ken Hyland, *Second Language Writing* (Cambridge University Press, 2003) <<https://www.scribd.com/document/213660624/EWC412-C1-BI-220312>>.

¹³ Harris D. P, *Testing English As a Second Language* (Mc Grow Hill, 1997).

Even when writing is done in one's native tongue, it is still more challenging than other language abilities. Because students are expected to write in written English with proper composition, structure, and organization, they must be very mindful of how they utilize words, phrases, sentences, and paragraphs. For instance, the pupils struggle to arrange and articulate their thoughts in writing. The problems above may be exacerbated by several factors originating from internal and external factors of students. One of the factors that can influence students' writing abilities is IQ, cognitive ability, motivation and talent. Furthermore, external factors that can interfere with students' ability to write well include curriculum, materials, assignments, strategies and techniques. Therefore, teachers must be creative their teaching strategies.¹⁴ This means that writing difficulties have many factors. A form of thinking the brain processes ideas in a different way, mathematically, musically and visually. But the use of language is the basis of all thought

a. Writing ability

When discussing the definition of writing ability from the perspective of teaching writing, it will immediately be realized that there is no single definition that can be universally accepted by all researchers and practitioners in the field of English writing. This is due to the fact that writing ability has various complex dimensions, so that

¹⁴ Miranda N, *Non-Native English Speaking Teachers' Continuous Improvement: A Double Challenge*. *Nestnewslette* 5(1),1-4, 2003.

every existing approach cannot provide a thorough and comprehensive picture. Each approach and definition certainly has its own advantages and disadvantages, which depend greatly on the particular aspects of writing that they focus on. Writing ability is one of the basic skills that very important for students to have. With this ability, students can convey ideas, as well as appreciation and experience to various parties, without being bound by time and place constraints. Good writing skills not only enable students to communicate effectively, but also help them develop critical thinking, creativity, and confidence in expressing opinions. Thus, writing becomes a vital tool in the learning and self-development process, which can open up opportunities to interact and contribute to wider society. Weigle defines writing ability as an ability that includes understanding various writing genres, rhetorical structures, and language conventions, as well as technical skills to convey ideas in writing.¹⁵ Writing ability is an ability that not only includes understanding various writing genres and rhetorical structures, but also involves mastering language conventions, such as grammar, spelling, punctuation, and appropriate vocabulary. Additionally, this ability includes the technical skills to convey ideas in writing in a way that is coherent, organized, and acceptable to an audience.

¹⁵ Sara C Weigle, *Assessing Writing* (Cambridge University Press, 2002).

Writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape.¹⁶ Kellogg suggests that writing ability is a complex skill that involves information processing, linguistic skills, and metacognitive skills. Writers need to use strategies for problem solving to improve the quality of writing.¹⁷

Writing ability also reflects the way also reflects the way the writer sees the world and interacts with his environment. In every written work, there are elements of personality and unique perspectives that can have a deep impact on readers. Therefore, developing writing skills is an important step in improving communication, critical thinking, and creativity. Writing ability is the most difficult skill to master. Writing ability is a skill that some has for express ideas, expressed ideas through writing completely and clearly. So that these ideas can be understood and understood by readers. Apart form that, writing ability not found scientifically. But, have to go though a process of learning and practicing.

b. Purpose of writing

Every individual has a different reason for writing. Getting knowledge to someone could be the solution. Resolving the volume issue, which arises from needing to store more information than the

¹⁶ Jeremy Harmer, *The Practice of English Language 3* (Longman, 2001).

¹⁷ Ronald T Kellogg, *Training Writing Skills: A Cognitive Developmental Perspective*, 2008.

human memory can retain, could be a second solution. It's possible that filtering and molding our experiences is the third reason we write.

Dietsch stated writing purposes can be classified into three categories: persuasive, expressive, and informative.¹⁸

- a) Informative writing has the main goal of conveying information, ideas, knowledge or direction clearly and effectively. Examples of informative writing can include detailed descriptions of specific events or experiences, in-depth analysis of a concept, speculation about cause and effect relationships, and the development of new ideas or relationships that may not have been considered before. Thus, informative writing functions as a means of broadening readers' horizons and facilitating better understanding of various topics.
- b) Expressive writing aims to express the writer's feelings, experiences, and opinions in a deep and personal way. Through this type of writing, the writer can create an emotional connection with readers, inviting them to feel what the writer feels. By using rich and imaginative language, authors are able to transport readers into their world, making the reading experience more meaningful and touching. Poems, journals, diaries, and fiction are all examples of expressive writing.

¹⁸ Betty Mattix Dietsch, *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook* (Graw Hill Marion Technical College, 2005). P.7-8

- c) Persuasive writing is designed to influence and convince readers that the information presented is factual and trustworthy. Through the use of logical arguments and supporting evidence, this type of writing aims to build the reader's trust in the views or opinions expressed. Examples of persuasive writing include evaluations of book, films, and consumer products, as well as analysis of complex issues that are currently hotly discussed.

From the opinions above, there are two opinions which, if seen in detail, have the same meaning and aim. Namely, providing information and ideas, expressing feelings and solving problems and convincing readers of the results of the work.

c. The Process of Writing

Langan stated following are some ways to make word processing a part of your writing. Note that this section may be more meaningful after you have worked through.¹⁹ The process of writing are:

a) Pre-writing

Pre-writing is the stage of the writing process that is used to gather concepts, issues, and ideas that are directly relevant to the essay's theme and topic. The writer does a number of tasks during this phase, such as choosing a topic, a target audience, evaluating forms and objectives, and gathering ideas that will be developed in

¹⁹ John Langan, 'English Skills with Readings, 7th Edition', *English*, 2008, p. 14 <<https://blaw05.files.wordpress.com/2015/10/english-skills-with-readings-7th-edition.pdf>>.

a written work. Students can develop the information needed to compose writing via describing, speaking, reading and even write to develop the information needed in composing writing. Writers can uncover ideas, gather information, access implicit knowledge, and arrange their thoughts with the aid of prewriting procedures.

b) Writing a First Draft

Be ready to add ideas and details that did not come to you during prewriting when you compose your first draft. And if you run into trouble, don't worry. To complete the paper, simply leave a blank place or write a comment like "do later" and continue. Additionally, don't worry about spelling, grammar, or punctuation just yet. Correcting words or sentences that you could later decide to exclude shouldn't take up your time. Rather, focus on clearly stating your core point and providing enough of particular information to support the paragraph's substance.

c) Revising

Furthermore revise writing, namely replacing, adding, deleting and rearranging text in existing files, can be done easily. All modifications are immediately inserted into the paper in the appropriate location not written above the lines or crammed into the margins. No need to worry about making sure all supporting documentation is up to date or adding more if needed, so can focus on any changes want to be made. You can quickly delete

everything you want to delete with just one keystroke. Anything you want can be placed exactly where you want it. All you have to do is cut and paste or delete if you decide to change your mind. Afterwards, you can review the document again, noting other adjustments such as better word choices, more varied sentences, and the removal of wordiness. The revision process is divided into two phases: content revision and sentence correction.

d) Editing and Proofreading

Now it's time to edit the essay to check and correct grammar, punctuation, and spelling errors after revising the content and style. It may be difficult for students to thoroughly proofread their writing. They almost find it difficult to read the essay again because they have invested so much or so little in it. After that, you simply need to motivate yourself to complete this crucial final phase in the writing process. Keep in mind that fixing sentence structure mistakes will raise your essay's average and help you get a good mark. Additionally, you will become accustomed to routinely applying sentence skills as you become accustomed to proofreading your work. It is essential to writing that is both effective and clear.

d. The Components of writing

Writing is a communication method that requires the use of language, including words, sentences, punctuation, and a text that is

well-structured. Brown stated that there are components of writing.²⁰

The following is an explanation of each aspect.

a) Organization

Organization in writing involves students' ability to organize their ideas effectively within each paragraph, ensuring that these ideas are expressed clearly and systematically. This includes organizing ideas in a logical order and conveying information with good connection between sentences and paragraphs. With good organization, text not only becomes easier to understand, but also has a flow that flows smoothly, so readers can follow and absorb the information better. An orderly arrangement helps create a coherent structure and makes it easier for readers to follow the development of the argument of narrative being presented.

b) Content

The content includes various important elements, from the topics raised to in-depth explanations, comprehensive discussions, critical evaluations, and clear conclusions. All of this is prepared specifically and relevantly, according to established criteria.

²⁰ Brown H Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* (Addison Wesley Longman, 2001). P.257-258

c) Grammar

Grammar plays a very important role in the writing process because it regulates the structure and rules of the language used, ensuring that the resulting writing is not only correct but also orderly. By using proper grammar, writers can convey ideas and messages more clearly and effectively. Additionally, good grammar makes a significant contribution to the overall quality of writing. Writing that is prepared using grammar tends to be easier to understand, more interesting and more convincing for readers.²¹

d). Vocabulary

A good vocabulary entails choosing the proper words according to their function, as well as mastering a variety of terms that are able to communicate information accurately and clearly. Choosing appropriate words not only reflects the writer's language skills, but also increases the attractiveness of the writing and makes it easier for readers to understand the message they want to convey.

e). Mechanics

For a paragraph to be understandable and fluid, writing mechanics requires that appropriate spelling and punctuation be

²¹ Jacob L Holly, *Testing ESL Composition: A Practical Approach*, Rowley, Massachusset (Newbury House Published, 1981). p.29

used, especially when the paragraph contains several words. It is essential to use correct spelling and punctuation since these help readers understand how the thoughts are organized and coherent.

e. Teaching writing

There are many definitions of teaching writing, Brown stated is an expression of showing, instructing and helping someone learn to certain things, giving knowledge to someone, guiding in carrying out certain activities and giving instructions to others. Teaching writing means conveying certain information and then transforming it for the intended party who is interested in writing skills to train, know, understand and carry out writing activities.²² That means teaching writing is a complex and multifaceted process, which includes the expression of ideas, instructions, and guidance to help someone learn and master the skill of writing. This process involves imparting in-depth knowledge of writing techniques, as well as providing clear direction on how to carry out various writing activities. By teaching writing, we not only convey specific information but also transform it into practical skills that can be applied by interested individuals. The main aim of teaching writing is to train and guide students so that they are able to understand, apply and develop their writing skills effectively. Through this guidance, students can learn to formulate

²² Heekyeong brown H douglas & Lee, *Teaching by Principles: An Interactive Approach Language Pedagogy* (pearson education, 2015) <https://books.google.co.id/books/about/Teaching_by_Principles.html?hl=id&id=4XEbrgEACAAJ&redir_esc=y>.

ideas clearly, compose texts with good structure, and communicate messages in an appropriate and interesting way.

Teaching is an endeavor to use acquired knowledge to enhance a person's abilities, potential, and skills that is, students. It's also referred to as a method of getting kids ready for educational experiences. Put another way, teaching is the process by which a teacher leads, assists, and directs pupils to engage in learning activities. Writing is a complicated process that calls for the ability to think clearly and logically, organize and communicate thoughts, and analyze them. It also helps one have a deeper grasp of a topic or issue that will be expressed in writing. Students should adhere to writing guidelines in order to produce excellent writing. Students in particular need to realize that they don't have to focus on their writing's outcome. They must, however, concentrate on the process itself. The student only needs to outline the primary ideas in a draft. They shouldn't assume that the words they write will be appropriate or well-chosen.

f. Types of Writing taught in Junior High School

The following are the types of texts studied in junior high school, below are the explanations:

a. Recount text

Recount text is a type of written narrative that is based on personal events in the past and presented chronologically.²³ From

²³ Anderson M, *Text Type in English* (Macmillan, 1997).

this explanation, recount text is the text that is used to tell something that has happened with the aim of recount text being to provide an overview of what happened and when it happened and also to entertain the reader. Reports, television interviews, and newspapers are a few examples of recount text types.

b). Procedure

Procedure text is text that outlines a multi-step process for creating something or making something. Its goal is to give directions on how to make something, accomplish something, or go somewhere. Instruction manuals, directions, recipes, and itineraries are a few examples of procedure texts.

c). Descriptive

By appealing to the senses, descriptive writing describes how something appears, feels, tastes, smells, and/or sounds. A well-written description is like a word painting, allowing the reader to visualize the item, location, or individual.²⁴ By providing detailed descriptions of objects allows readers to visualize them as if they were actually seeing, hearing, or feeling them.

d). Narrative

A collection of both imaginary and real-life occurrences, the narrative material is intended to amuse readers or viewers. Character interactions, thoughts, and actions are arranged in a

²⁴ Alice oshima ann Hogue, *Introduction to Academic Writing*, 2007.

narrative text according to a plot pattern. According to narrative, a story should be captivating enough for the reader to react to personal experiences as though they were their own. The reader is referred to as the narrator in a narrative text, which can be either spoken or written. A written text that tells the story of one or more characters dealing with a particular scenario is called a narrative text. Its goal is to give the reader or listener an entertaining or educational perspective on the world. It has to do with the kind of recount. Narratives come in a variety of forms, such as comedy, romance, crime, mystery, science fiction, fantasy, adventure, and detective novels.

2. Descriptive text

1. Definition of descriptive text

Descriptive text is a part of factual genres, its social function is to describe a particular person, place or thing.²⁵ Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.²⁶ Descriptive text, according to Collin is to describe specific of places, this text usually describe about location, size, ole, content and other characteristic. From the

²⁵ Artono wardiman et Al, *English for Focus: For Grade VII Junior High School (Smp/Mts)* (2008).

²⁶ Hogue, *Op Cit.* p. 61.

explanation above, writing descriptive text contains lots of ideas from places, people to feelings that can be described. In writing, description is the process of using words to evoke sensory impressions and visual imagery. More often than not, a description is a section of another work of writing that aims to convince readers to perceive things from the writer's perspective or to tell them how something or someone looked.

Description recreates sense impression by translating into words, the feel, sound, taste, smell and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.²⁷

There are two types for descriptions: subjective and objective. Detailed notes are included in the objective description, but no personal judgments or recommendations are made. Subjective description, on the other hand, allows the reader to freely interpret the writing's details. Creating a clear picture is the aim of subjective description writing. A writer must use concrete sensory details that is, words that appeal to the senses of sight, taste, sound, or touch to accomplish this. There are many reasons

²⁷ George E. wishon and Julia M. burks, *Let's Write English* (litton educational publishing, 1980) <<https://archive.org/details/letswriteenglish00wish>>.

to write both objective and subjective descriptions. However, each instance is significant in order to make the reader understand the aim of the writing.

b. Types of descriptive text

There are five types of descriptive text, as follows:²⁸

a) Describing a process

Process descriptions are designed to help readers understand in detail how a process occurs, from the initial step to the final step. Through structured and systematic explanations, this description describes each stage clearly, allowing readers to follow the plot easily.

b) Describing event

In describing an event, the author must provide a detailed and comprehensive explanation of various aspects of the event. This includes including the time and location where the event occurred, so readers can understand the broader context. In addition, the author needs to explain what happened in the event, including the actions, reactions, and roles of the individuals or groups involved.

c) Describing a personality

²⁸ Amalia, 'The Sources of Students Ideas in Writing Descriptive Text at SMAN 1 Meulaboh', 2020 <<https://repository.ar-raniry.ac.id/id/eprint/12478/1/%28Amalia%2C150203089%2CFTK%2CPBI%2C082272016646%29.pdf>>.

When describing an individual, physical characteristics such as their hair, skin, or face, as well as moral qualities like kindness, trust, or avarice, should be taken into account. An animal can also be described using this kind of descriptive writing.

d) Describing place

This type of descriptive text is used to present the physical characteristics of a place in a clear and interesting way, so that readers can imagine the location in detail. In describing a place, the writer must include information about the location of the place, such as address and accessibility. In addition, it is important to explain the use of the place, whether it is as a recreation area, trade center, or historic location

e) Describing object

An object is thoroughly described in the text. The author must choose the object to be described and list all of its attributes, including color, form, origin, and so forth.

From the explanation above, writing descriptive text contains lots of ideas from places, people to feelings that can be described.

b. Generic structure of Descriptive text

In mastering descriptive text, students must be familiar with the general descriptive writing structure, which includes

several important elements for creating effective descriptions. This structure usually begins with an introduction to the object or place to be described, followed by physical details and characteristics. According to Artono the generic structure of descriptive text such as identification and description.²⁹

a). Identification

At this stage is to identify the phenomenon that will be described carefully and specifically. This is an important step in the writing process, because choosing the right phenomenon will form the basis of the description.

b). Description

At this stage, the author explains the important characteristics of the object he is describing, including physical appearance, quality and other relevant characteristics. Writers should describe visual details, such as color, shape, size, and texture, so that readers can imagine the object clearly.

Identification and description are very important aspects in the writing process, because they play a role in providing clarity and depth to the writing. By making a proper introduction, the writer can set the focus and purpose of the

²⁹ Artono Wardiman, *Op Cit*, p.122.

writing, ensuring that each element presented is relevant and supports the main theme.

c. Analysis of writing test

In analyzing the data related to the students' test of writing ability, the writer uses assessment of descriptive writing adapted from Brown.

Table 2.1

Assessment of descriptive writing adapted from Brown.³⁰

Aspect	Score	Performance Description	Weighting
Content (C) 30 % -topic -details	4	The descriptive text gives paragraph unity (topic, state good topic sentence. Supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfills all criteria well.	3x
	3	The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak.	
	2	The descriptive text give paragraph unity (topic, state topic sentence) but most criteria above are weak.	

³⁰ Brown H.D, *Language Assessment Principles and Classroom Practice* (pearson, 2019).

	1	The descriptive text still gives topic but all criteria are weak.	
Organization 20%	4	The descriptive text is coherence and the coherences are correct. The text is using chronological order. The descriptive text repeats key words.	2x
Identification	3	The descriptive is coherence and some criteria are appropriate enough.	
Description	2	The descriptive text is coherence but the coherences among sentences are weak.	
	1	The descriptive text is not coherence.	
Grammar (G) 20%	4	Use present tense correctly, use relational verb and adjective words correctly	2x
- Use present tense	3	Make errors of tenses, use relational words and use adjective words.	
- Agreement aspect	2	Make errors of tenses, do not use relational verbs correctly, and use adjective words.	
	1	Make errors of tenses, relational verbs and adjective words.	
Vocabulary (V)	4	All or almost all of the descriptive text words are use effectively.	
	3	Use many descriptive words effectively	

15%	2	There are some mistakes in using descriptive words.	1.5x
Mechanics (M) - Spelling - punctuation capitalization	1	Do not use the descriptive words correctly.	
	4	The descriptive text uses correct punctuation spelling and capitalization. It fulfills all criteria.	1.5x
	3	The descriptive text punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak.	
	2	The descriptive text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak.	
	1	The descriptive text does not use correct punctuation, spelling and capitalization.	

$$\text{Score} = \frac{3C \ 12O \ 12G \ 11.5V \ 11.5M}{40} \times 10$$

Table 2.2
Qualification Score of Writing Test³¹

No	Qualification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair/Enough	56-70
4.	Poor	41-55
5.	Very Poor	< 40

3. Clustering techniques

a. Nature of clustering techniques

One type of technique that can be applied during the pre-writing phase is clustering. In the 1980s, Gabriele Lusser Rico, an English and creativity professor at San Jose State University in California, introduces it. It's a method that offers authors a different approach to brainstorm ideas prior to writing. Rico goes on to say that clustering is a type of brainstorming strategy that greatly benefits from the right brain, or what she dubbed "design mind," which is the area of the brain responsible for producing non-linear patterns and visuals.³² Clustering is a technique to divide some related ideas and write down in a blank of paper without evaluating the truth or value of ideas

³¹ Wulandari Ekawijaya, 'The Effect of Think-Talk-Write Technique on Students' Writing Skill', 2023.

³² Folit R, 'Gabriele Lusser Rico Talks about the Benefits of Journaling', 2009 <[http://blog.lifejournal.com/2009/06/12/gabriele-lusser-rico-talks-about-the-%0Abenefits-of-journaling/\[Oktober 7, 2012\]>](http://blog.lifejournal.com/2009/06/12/gabriele-lusser-rico-talks-about-the-%0Abenefits-of-journaling/[Oktober 7, 2012]>).

themselves. Albright and Langan stated that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationship among the ideas and details that occur to them.³³ Caswell and Brenda Mahler say that clustering technique is appealing for two reasons. First, it is a way to organize the ideas from a brainstorm list to categories, which each branch representing a different paragraph. second, it is visual, so it appeals to specific learning styles.³⁴ In other words, clustering techniques are interesting for two main reasons. First, it organizes ideas from the brainstorming list into categories that each represent a different paragraph, making it easier to understand, second, its visual nature is very attractive to certain learning styles, making information easier to process and remember. This technique is also easy to use using lines, boxes, arrows, and circles.

Another brainstorming exercise that can be used to generate ideas is the clustering technique. According to Gary state clustering technique is a visual way to look at your ideas and relate them to each other. Smalley and Mary stated that clustering technique is a visual map of ideas. It is the same like mind mapping, listing ideas but the difference is clustering technique more

³³ Albright, Zoe L. *Op Cit*, p.22-23

³⁴B. Caswell, R., & Mahler, *Strategies for Teaching Writing*, 2004
<https://books.google.co.id/books/about/Strategies_for_Teaching_Writing.html?id=Rpx-1Hb_T9wC&redir_esc=y>.

generative, open-ended, non-linear, visual structuring of ideas, events and feelings.³⁵

b. The steps of Clustering Technique in Writing

Visual idea generation and connection can be achieved by clustering. It is helpful for establishing subtopics by illustrating the connections between different ideas. It is used by writers in the preliminary phases of essay planning to organize information or identify subtopics within a topic. The steps of the clustering technique are as follows.

1. Take a piece of paper and write the main topic in the middle of the paper. Circle the topic to mark that it is the center of the mind map. Make sure the main topic written reflects the main focus of thinking
2. After writing down the main topic, think about ideas related to the topic. Write these ideas around a central circle with enough spacing so that each idea has enough space. Circle each idea and draw a line from these ideas to the center circle. Do this writing quickly to capture all the ideas that arise. Move from one blank area to another on the paper, continuing to write down ideas as they arise and connecting them to the central circle or related ideas.
3. For each idea that has been written around the central circle, add further ideas, examples, facts, or relevant details. Write this additional information around the main idea and connect it with lines to the

³⁵ Hilda Puspita and Zahrida sumartini, 'The Effect of Clustering Technique on Students' Writing Ability', *Education and Teaching*, 2 (2018), p. 85.

relevant ideas. make sure any details or examples add have a clear connection to the larger idea.

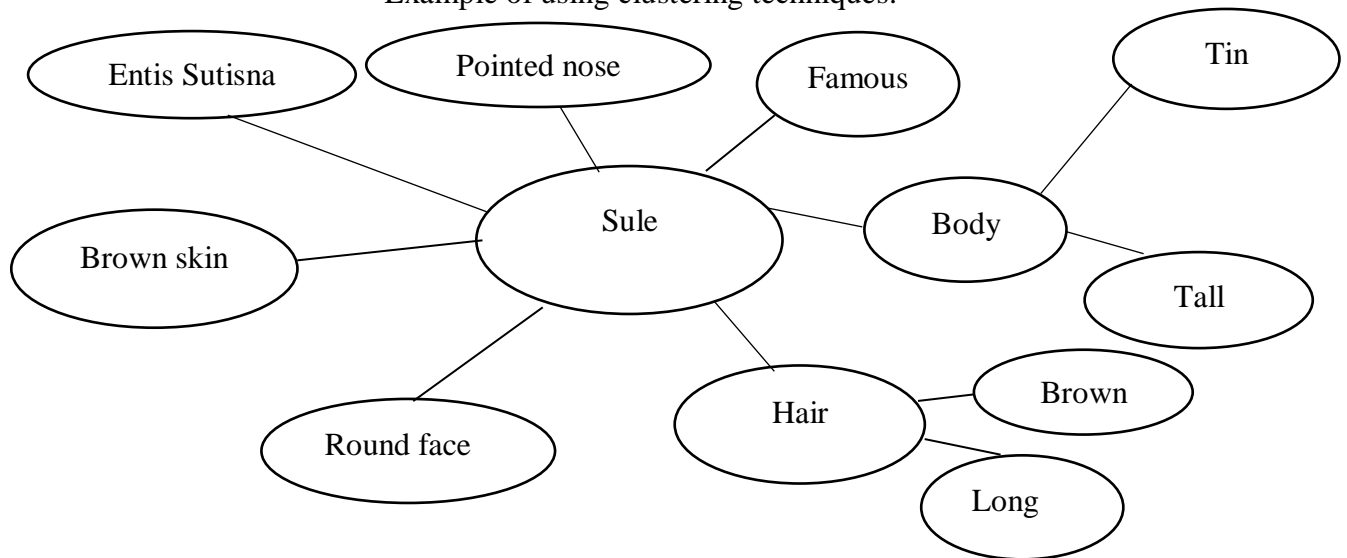
4. Repeat this process by adding more new words and phrases that are relevant to the mind map. Circle the newly added words and phrases, and draw a line back to the last relevant word or phrase, or directly to the center circle if appropriate. This helps broaden and deepen the connections between the ideas and details that have been written down.
5. Continue till we run out of ideas related to our subject. Next, observe a set of clusters that have been completed. If a single clustering circle is sufficient to start a draft, we can cluster once more to expand the branches and remove words and phrases that don't seem relevant. By clustering, we can also start to impose some order and start a first draft of the writing.³⁶

The clustering technique is fairly simple to understand, even for inexperienced users. It can be inferred, then, that because this clustering method facilitates organization and memory of read material. Moreover, clustering can be used as a pre-writing strategy and to assist you organize your own work. As a result, clustering is a prewriting technique that students can use to generate, arrange, or gather ideas and quickly determine the direction of their writing by utilizing circles and lines.

³⁶ Nurmala Hendrawaty and Nurfitriya Ambarwati, 'Using Clustering Tecnique towards Students' Writing Sill in Recount Text', 09 (2017), p. 356.

Table 2.3

Example of using clustering techniques.



c. The advantages and disadvantages of using Clustering Technique

Using the clustering technique throughout the writing process has the following benefits:

1. Students' ideas can be stimulated by the clustering process. This indicates that the method aids in the pupils' idea generation to the greatest extent feasible.
2. The clustering technique helps pupils organize their thoughts into well-written compositions. Students will produce quality writing that is simple for readers to understand as a result.
3. The clustering technique can be used with pupils of any age. Put another way, anyone can apply the clustering technique at the pre-writing stage

and at any English proficiency level, including beginner, moderate, and advanced.³⁷

In writing process, there are some disadvantages of using clustering technique:

- a) It is a poor approach to adopt when writing a lengthy paragraph.

The teacher simply assigns a brief text to the class in order to get around this disadvantage.³⁸

- b) Sometimes students don't know how to use it since they don't know where to begin when writing. To address these issues, teachers should give students precise instructions and direction so that they are not lost when using these methods.

B. Review of previous study

Relevant research is research that has been carried out by other people and has obtained results whose validation has been tested in accordance with the title and formulation of research objectives.

The first research was conducted by Nindya Revani Anggitaningrum, Alimatun, Hanafi Wibow, Mikhatunnakhriyah and Albiansyah with the title Investigating Clustering Technique on Students' Writing Skill in Narrative Text. This research explains the effect of using clustering techniques on the ability to write narrative text in tenth grade high school students. This research

³⁷ Hilda Puspita and Zahrída sumartini, 'The Effect of Clustering Technique on Students' Writing Ability', *Education and Teaching*, 2 (2018)

³⁸ Yuannisa Fathanah, 'The Effect of Using Clustering Technique on Students' Descriptive Text Writing Ability' (walisongo, 2022).

uses a quasi-experimental design with a post-test only control design and involves two classes randomly selected through random sampling for the experimental class and the control class. This research analyzes data using one-way anova. The result of this research are that there is a significant influence from the use of clustering techniques on the writing skills of tenth grade students.³⁹

The second research was conducted by Erina Ayu Lestari and Budiarti with the title “Utilizing Clustering Technique to Enhance Students’ English Writing Performance”. This research aims to explore the use of clustering techniques to improve students’ descriptive text writing abilities in vocational high school. The design of this research is classroom action research quantitative-qualitative. The number of responses used in this research was 30 students. Quantitative data collection uses pre-test and post-test while qualitative data is obtained from interviews. The result of this research are that the clustering technique really helps students in expressing their ideas when writing English texts.⁴⁰

The third research was conducted by Erika Sinambela, Dorayanti Lumban Gaol, Sahlan Tampubolon and Arsen Nahum Pasaribu with the title “The effect of using controlled writing technique and clustering technique on students’ writing skills at junior high school”. This research discusses the use of

³⁹ Mikhatunnakhriyah and Albiyansyah Nindya revani anggitaningrum, alimatun, Hanafi Wibowo, ‘Investigating Clustering Technique on Students’ Writing Skill in Narrative Text’, 10 (2021)

⁴⁰ Erina ayu lestari and budiarti, ‘Utilizing Clustering Technique to Enhance Students’ English Writing Performance’, *English Education*, 10 (2022).

controlled writing techniques and clustering techniques on students' writing skills. This research uses quantitative experiments involving three classes, namely experimental class 1, experimental class 2 and control class. The researcher used 75 students as samples namely 25 students as control class, 25 students as experimental class 1 and 25 students as experimental class 2. This research used pre-test and post-test to collect data. The results of this research are that writing techniques both improve students' ability to write descriptive text, but the use of clustering techniques exceeds the value of controlled class techniques.⁴¹

The fourth research was conducted by Nurul Afika, Kaharuddin, Multazam Abubakar, Muhammad Syahrudin Nawir with title "The effect of using clustering technique on the students' writing skill in descriptive text at senior high school 10 makassar". In this article mentioned by Nurul Afika, Kaharuddin, Multazam Abubakar, Muhammad Syahrudin Nawir explains how to use clustering to help students write descriptive texts. The research design used in this study is explanatory-sequential (quan-qual). This study aims to determine if the clustering technique may enhance students' descriptive text writing capabilities and the degree to which it influences the development of students' descriptive text writing abilities. The study's findings demonstrate the effectiveness of the clustering technique in enhancing students' capacity to

⁴¹ Sahlan tampubolon and arsen nahum pasaribu erika sinambela, dorayanti lumban gaol, 'The Effect of Using Controlled Writing Technique and Clustering Technique on Students' Writing Skills at Junior High School', *Language Teaching and Learning, Linguistics and Literature*, 11 (2023).

produce accurate descriptive writings in English, taking into account language characteristics, structure, and generics.⁴²

The fifth research was conducted Isrida Krisna with the title “The use of clustering technique to improve students’ writing skill in descriptive text” There were 64 pupils in class VII at SMP Negeri 1 Kragan Rembang who made up the sample. Researchers employ experimental research. 32 students made up each of the two groups, and 32 students made up the control group. The study's findings demonstrate that clustering strategies can enhance pupils' descriptive text writing abilities. One useful and simple method for developing and organizing thoughts in writing is the clustering technique.⁴³

Based on the findings above, several studies have conducted research in the same field, namely using clustering techniques to improve students’ writing skills. The results of this research are that using the clustering technique in improving student’s writing skills is very effective both in writing narrative text. However, no previous research has examined the ability to write descriptive text using clustering techniques in junior high schools, especially eighth grade, as the sample to be studied. Therefore, researcher tried to use clustering techniques in junior high school. So, research on this topic is an effort to complement research literature in the same field.

⁴² Muhammad stahruddin nawir nurul afika, multazam, abubakar, ‘The effect of Using Clustering Technique on the Students’ Writing Skills in Descriptive Text at Senior High School 10 Makasar’, *Eltics-Ij*, 2 (2022).

⁴³ Isrida Krisna Armytasari, ‘The Use of Clustering Technique to Improve Students’ Writing Skill in Descriptive Text (A Case of The Seventh Grade Students of SMP Negeri 1 Kragan Rembang)’, *Wawasan Pendidikan*, 3.1 (2023), pp. 110–21, doi:10.26877/wp.v3i1.10577.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains several parts, namely type of research, site and time, population and sample of the study, procedure of the research, instruments of the research, the techniques of collecting data and techniques of analyzing data.

A. Kind of the research

The research uses quantitative research, namely a research method based on positivist philosophy, which is used to study certain populations or samples. Collect data and test hypotheses using research, analysis, and statistical tools. The type of research used in this research is quantitative. This research uses quantitative research methods with a pre-experiments One group pre-test and post-test design. In the pre-experiment one group pre test and post test design, before the treatment there is a pre test, the results of the treatment can be known accurately because can be compared with the situation before the treatment was given.⁴⁴ Researcher using this design aim to determine the effect of clustering techniques on students' ability to write descriptive text.

Based on pre-observation, student at SMPN 3 Rejang Lebong experienced difficulty in writing descriptive text well, so the researcher tried to use a new technique that had not been used at that school, namely clustering technique. Pre-

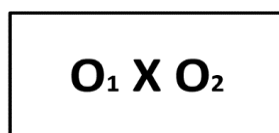
⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (ALFABETA, 2013) <https://digilib.stekom.ac.id/assets/dokumen/ebook/feb_35efe6a47227d6031a75569c2f3f39d44fe2db43_1652079047.pdf>. p.75

experiment One group pretest and posttest design is selected based on the mean score of each class, where there is one class with the lowest mean score compared to other classes. This shows that there is only one class that requires special attention to overcome the problem of students and the absence of similar techniques used by teachers for comparison. The pattern of this research designed as follow:

mean score of each class, where there is one class with the lowest mean score compared to other classes. This shows that there is only one class that requires special attention to overcome the problem of students and the absence of similar techniques used by teachers for comparison. The pattern of this research designed as follow:

Table 3.1

Table Pre-experiment one group pre-test and post-test design⁴⁵



Explanation :

O1 : Pre-test

X : Treatment

O2 : Post-test

⁴⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (ALFABETA, 2013) p.80

B. Site and time

This research was carried out at SMP N 3 Rejang Lebong which is located on Jalan Ahmad Yani, Talang Ulu, Kecamatan Curup Timur, Kabupaten Rejang Lebong, Provinsi Bengkulu, Postal code 39115.

C. Population and Sample

1. Population

The population is the area that consist of subject or object have the same characteristics and quantitative and is determined by the researcher to be analyzed in order to make conclusions.⁴⁶ The population used by researcher in this research was all class VIII of SMPN 3 Rejang Lebong in 2024/2025. The population in this research were all students in class VIII of SMPN 3 Rejang Lebong. The eight-grade population was chosen because of ease of access, data collection, and suitability for the purpose of having problems that are relevant to the topic the researcher raised and to see and improve students' writing abilities, which are basic skills in learning English.

The population in this research can be seen in the table below.

Table 3.2
The number of population⁴⁷

No	Class	Number of students
1.	VIII A	30

⁴⁶ John w. cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative Research*, 2012.

⁴⁷ The data given by English teacher of SMPN 3 Rejang Lebong

2.	VIII B	28
3.	VIII C	30
4.	VIII D	28
5.	VIII E	28
6.	VIII F	28
7.	VIII G	28
Total population		200

2. Sample of the research

The sample is a portion or representative of the population studied. A sample is a part of a population that can represent a large population.⁴⁸ The sample in this study used non-probability sampling with purposive sampling technique, which was the criterion for selecting the sample with the lowest mean value. In this research, researcher applied the initial value method to determine which classes would be used as research samples. This process begins by calculating the average student score from each class to ensure uniformity in ability levels between the classes. After obtaining the average score, the researcher analyzed the data to select the most representative class as the experimental group. This selection is based on considerations of the

⁴⁸ Indra Tjahyadi Tamaulina Br. Sembiring, SH., M.Hum., Ph/D, Irmawati, Muhammad sabir, *Buku Ajar Metodologi Penelitian (Teori Dan Praktik)* (Saba Jaya, 2023) <[http://repository.upm.ac.id/4211/1/Buku Ajar Metodologi Penelitian %28Teori dan Praktik%29_removed.pdf](http://repository.upm.ac.id/4211/1/Buku_Ajar_Metodologi_Penelitian_%28Teori_dan_Praktik%29_removed.pdf)>.

uniformity of results obtained from analysis of average scores. The results of this selection process can be seen in the table below:

Table 3.3
The result of mean score from the population⁴⁹

No	Class	Mean Score
1.	VIII A	43.33
2.	VIII B	53.93
3.	VIII C	50.83
4.	VIII D	46.61
5.	VIII E	49.11
6.	VIII F	52.50
7.	VIII G	45.36

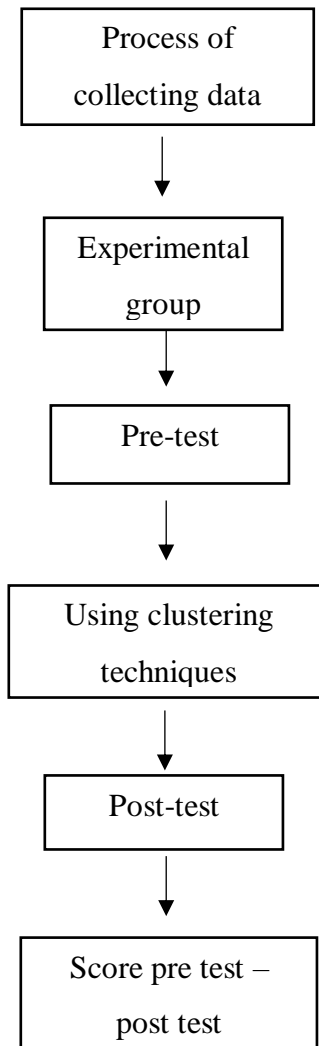
Form the results of the table above, it can be seen that class VIII A has the lowest score compared to the other classes. Therefore the researcher chose the class, namely VIII A as the experimental class with a score of 43.33. For further details see Appendix 9

D. Procedure of the research

The following is a table that summarizes the research procedures that have been carried out by the researcher.

⁴⁹ The data given by English teacher of SMPN 3 Rejang Lebong

Table 3.4
Procedure of the research



Procedure in experimental group

The activity procedures that have been implemented in the experimental class use clustering techniques.

a. Pre-activity

1. The teacher makes an opening to start learning
2. The teacher checks the students' attendance
3. The teacher gives trigger questions related to the material
4. The teacher gives a few big titles about the material that will be covered.

b. While-activity

1. The teacher begins the lesson by introducing what descriptive text is, the purpose of descriptive text and the structure involved in creating a descriptive text.
2. The teacher gives examples of descriptive text.
3. The teacher provides an explanation of the technique that will be given to make it easier for students to write descriptive text, namely the clustering technique. Then the teacher gives an example of creating descriptive text using clustering techniques.
4. Then, give students the task of describing their classmates.
5. Give students about 20 minutes to do the task

c. Post-activity

1. The teacher looks at and assesses the students' work together so that students understand if there is something wrong
2. The teacher provides another explanation about the material
3. The teacher provides a conclusion on the learning results.
4. The teacher closes the lesson

E. Instruments of the research

1. Writing blueprint

The blueprint contains several things such as teaching modules, determining the type of test, the purpose of the test, the number of tests to be carried out and the number of questions. The test blueprint in research explains test planning and guidelines for writing tests.

2. Writing test

After the researcher identifies the blueprint the researcher will create test questions. There are two tests made, namely pre-test and post-test. The writing test consist of one picture item to get students to describe their answers. Writing a test consist of directions and test items. The instructions clear so that students can more easily understand the test instructions.

3. Expert validator

After compiling the test, the researcher then gives it to an expert validation. The test is checked by someone who already understands and is an expert in the field that the researcher is researching, namely Miss Nastiti Handayani, M.Pd. The test is analyzed based on several important points, such as number of words, processing time, title, and five important points in writing descriptive text (content, organization, grammar, vocabulary and mechanics). For further details see Appendix 7.

F. The techniques of collecting data

There are two data collection techniques used by researcher, namely:

1. Pre-test

A pre-test was given to students were given treatment using clustering techniques to measure students' initial abilities in writing descriptive text. This test was carried out once in the experimental group. The test the researcher was in the form of instructions and a picture of person, namely president Jokowi, which was taken described by the students.

2. Post-test

Post-test is a test given to students after being taught using clustering techniques. This is used to find out whether students can easily write descriptive text using clustering techniques or not. The test that the researcher gave was in the form of instructions and a picture of president Prabowo Subianto which was then described by the students.

G. Technique of analyzing data

Data analysis in quantitative research is a step that comes after gathering data from all respondents or other sources. Grouping data according to respondents' characteristics and variables, tabulating data according to the variables under study, performing computations to address the formulation of the problem, and performing computations to verify the hypotheses that have been put out are all examples of data analysis activities.⁵⁰

⁵⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (ALFABETA, 2013) <https://digilib.stekom.ac.id/assets/dokumen/ebook/feb_35efe6a47227d6031a75569c2f3f39d44fe2db43_1652079047.pdf>.

1. Mean score

Mean is a group explanation method that is based on the group average value. The amount of data obtained from group members to obtain an mean value.

Furthermore, the researcher will use the mean score formula for the pre-test and post-test in the experimental class. The following is the formula:

$$Mx = \frac{\sum x}{N}$$

Information :

Mx : Mean score of experimental group

$\sum x$: The sum of students scores in experimental group

N : The amount of students experimental group

2. Standard deviation

Variance is the sum of the squares of all deviations of individual values standard deviation is the square root of the variance and shows the standard deviation from the average value.

The researcher will use the standard deviation for the experimental group with the following formula:

$$SDx = \sqrt{\frac{\sum x^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Information :

SD_x : Standard deviation of experimental group

X : Score of experimental groups

\bar{X} : Mean score of experimental groups

N : The number of students at experimental group.

3. Hypothesis testing

A statistical test called the t-test is used to determine whether a hypothesis states that between two sample means taken randomly from the same population, there is or is not a significant difference between two sample means chosen randomly from the same population.

T-test on pre-test and post-test values in classes with a significance level 0,05. This test is used to determine the difference between the average value before treatment and the average after treatment using clustering technique. The hypothesis used which is

H_0 : There no significant difference between the average pre-test score and the average post-test score

H_a : There is a significant difference between the average pre-test score and the average post-test score.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains findings and discussion of the results of the research.

A. Finding

1. Students' descriptive writing abilities before using clustering techniques

In this section, the researcher will present the data using descriptive statistics and data processing results were obtained using SPSS 16.0. The result were obtained from the pre-test and post-test in one pre-test and post-test groups through a descriptive text writing test with a total 30 students. The results obtained from pre-test scores through a writing test carried out on Wednesday, July 17 2024 for 30 students in class VIII A are as follow:

Table 4.1

The result of pre-test scores

Interval	Frequency
51 – 55	3
56 – 60	8
61 – 65	12
66 – 70	4
71 – 75	3
76 – 80	0
81 – 85	0
86 – 90	0
91 – 95	0
96 – 100	0

In table 4.1 above, it can be seen that there are a number of students whose pre-test scores are below the expected score qualification criteria in the writing aspect. In particular, there were 24 students who received a score with the qualification “Fair/Enough”, which shows that students have sufficient writing ability, although students still need improvement. In addition, there were 3 students who scored in the “Poor” category, indicating significant difficulties in the students’ writing ability. On the other hand, there were also 3 students who managed to get a score with the qualification “Good”, indicating that the students has better understanding and writing ability than other students. These assessments reflect variations in writing ability among students and signal the need for more appropriate interventions to support student ability development.

The following are the calculation results which include the mean value, minimum value, maximum value and standard deviation based on the value table attached above. The results of these calculations are as follows:

Table 4.2
The scores of descriptive students’ pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	53	73	61.73	5.126
Valid N (listwise)	30				

In the table above, it can be seen that the pre-test score before being given treatment shows a minimum score of 53 and a maximum score of 73. The mean student score on the pre-test was 61,73. The mean student score on the pre-test is 61,73. Following are the details of students who got scores, including 1 student got 53, 2 student got 56, 3 students got 57, 3 students got 58, 2 students got 59, 1 student got 60, 4 students got 61, 3 students got 62, 1 student got 63, 4 students got 64, 1 student got 66, 2 students got 67, 1 student got 72 and 1 student got 73. Based on the results of the mean value obtained, namely 61,73. It can be concluded that this figure is still classified in the “Fair/Enough” category. This value shows that overall, students’ writing abilities are still at an adequate level, but have not yet reached the expected standard. Although students have shown effort in writing, these results indicate the need for further improvement of abilities so that students can achieve better qualifications, such as “Good” or “Very Good”.

2. Students’ descriptive writing abilities after using clustering techniques

After carrying out the treatment eight times consisting of two days of pre-test and post-test, students were then given a series of post-test questions to determine the effectiveness of the clustering technique that had been applied. This process aims to identify whether the technique can significantly improve students’ writing abilities on 23th august 2024. In table 4.3 below, the results of the post-test scores obtained by students

after receiving treatment are presented. This table provides a clear picture of the changes in values achieved.

Table 4.3
The result of post-test scores

Interval	Frequency
51 – 55	0
56 – 60	0
61 – 65	0
66 – 70	0
71 – 75	3
76 – 80	14
81 – 85	10
86 – 90	2
91 – 95	1
96 – 100	0

In the table above, it can be seen that the post-test score after being given treatment shows a minimum score of 73 and maximum score of 92. The mean student score on the post-test was 80,43. The following are the details of the students who got scores, including 2 students who got of 73, 1 student got a score of 75, 3 students got a score of 76, 1 student got a score of 77, 3 students got a score of 78, 4 students got a score of 79, 4 students got a score of 80, 1 student got a score of 81, 2 students got a score of 82, 3 students got a score of 83, 2 students got a score of 84, 1 student got a score of 85, and 1 student got a score of 92. As many as 27 students got writing scores above 75 namely “good” qualifications and 3

students got “very good” writing qualifications. From the results obtained, it can be seen that the students’ abilities have increased significantly and have met the standard criteria set in the writing aspect. This shows that the intervention carried out, through the application of clustering techniques, was successful in having an impact on students’ writing abilities. This increase in scores not only reflects individual student progress, but also indicates that the teaching methods implemented are effective in helping students develop better writing ability.

The following are the results of calculating the post-test scores which include the mean score, minimum value, maximum value, and standard deviation based on the score table attached above. The results of these calculations are as follow:

Table 4.4

The scores of descriptive students’ post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	73	92	80.43	4.508
Valid N (listwise)	30				

In the table above, the values listed were obtained after the researcher applied treatment in the form of teaching using clustering techniques. The results show that the minimum score obtained by students was 73, while the maximum score was 92, with an mean student score of 80,43. These figures show that almost all students succeeded in

achieving scores above the predetermined writing criteria. This success indicates that the application of clustering techniques in the learning process has proven effective in increasing students' understanding and achievement of learning outcomes. In this way, many students not only approach, but are also able to exceed expected achievement standards. This achievement standards.

Below are the results of the pre-test and post-test scores

Table 4.5

The comparison results between pre test and post test

Class	Mean score	Standard deviation	Students who are get the score > 75	Students who are get the score < 75	
Experiment	Pre-test	61,73	5.126	0	30
	Post-test	80,43	4.508	28	2

Based on the table 4.5 above, the pre-test has mean of 61,73 with a standard deviation of 5.126 while the post test score has a mean of 80,43 with a standard deviation of 4.508. In the pre-test results, there were no students who got a score of 75, only there were those who got a score of 71 and 73, and 27 other students got a score below 70, while in the post-test there were 28 students who got a score above 75 and 2 students who got a score below 75.

a). Normality test

The normality test is presented in the table below using the Shapiro-Wilk test to determine whether the data is normally distributed or not. The following are the Shapiro-Wilk values based on the pre test p-value 0.136 ($0.136 > 0.05$) and post test 0.230 ($0.230 > 0.05$). With a p-value of 0.136 for the pre-test and 0.230 for the post-test, both data meet the assumption of normality.

Table 4.6

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.129	30	.200*	.946	30	.136
posttest	.138	30	.148	.955	30	.230

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

3. The difference of students' descriptive writing ability

After searching for normality and homogeneity of the data, the researcher then continued the analysis by comparing the values obtained using the t test, especially the paired sample t-test. This test was chosen because it is designed to compare two sets of data from the same group, allowing researcher evaluate whether there are significant differences between pre-test scores (before using clustering techniques) and post-test scores (after using clustering techniques). Thus, this step provides a clearer picture of the effectiveness of the treatment provided, as well as

strengthening the validity of the results of the research conducted. The results are as follows:

Table 4.8
Paired Samples Statistics

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-18.700	6.182	1.129	-21.008	-16.392	-16.568	29	.000

Based on the results presented in the table above, the significance value of Sig (2-tailed) significance value was obtained for the same variance assumption condition, with a Sig value of 0.000 which is smaller than 0.05 ($0.000 < 0.05$). This shows that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that the clustering technique has a significant influence on improving students' ability to write descriptive text, which is reflected in the comparison between pre-test data and post-test data. These findings indicate that the application of clustering techniques is effective improving students' writing ability, providing strong evidence of the success of this method in a learning context.

From the results of the analysis of pre-test and post-test scores, it is clear that students' ability to write descriptive text has increased significantly in various aspects, including content, organization, grammar, vocabulary and mechanics. The use of clustering techniques not only increases student grades, but also increases student abilities,

such as increasing vocabulary, making it easier for students to develop ideas into written form, and making it easier for students to start writing. This improvement shows that students have not only succeeded in improving one aspect, but have also developed overall writing ability. This reflects the effectiveness of the learning methods applied in supporting student progress. Below, a detailed table of overall student scores is presented which provides a complete picture of the development of each aspect of student writing ability. For more details, see the appendix 11.

Table 4.9

Differences of pre-test and post-test scores

No	Name	Pre-test scores	Post-test scores	Value difference
1.	ARR	55	83	28
2.	ALK	58	76	18
3.	AAS	60	85	25
4.	AK	62	73	11
5.	AHN	58	78	20
6.	AH	61	82	21
7.	AR	66	79	13
8.	CA	64	82	18
9.	DL	57	84	27
10.	DW	53	76	23

11.	DWP	59	73	14
12.	EK	73	83	10
13.	HD	61	89	28
14.	IDO	73	80	7
15.	MRAZ	67	76	9
16.	MA	67	83	16
17.	MDF	64	84	20
18.	MHF	55	79	24
19.	NDR	57	77	20
20.	NAD	64	79	15
21.	RK	61	75	14
22.	RPN	72	80	8
23.	RPK	62	80	18
24.	RHH	59	78	19
25.	RBA	64	92	28
26.	AS	58	79	21
27.	SA	61	89	28
28.	STW	56	78	22
29.	SR	63	81	18
30.	ZIP	62	80	18

From the results of the pre-test and post-test table analysis above, it can be seen that there is a significant difference in students'

writing abilities before and after implementing the clustering technique, students experience an increase in scores on every aspect of the writing assessment, which includes content, organization, grammar, vocabulary, and mechanics. However, even though there has been improvement in all aspects, the assessment of students' grammar still shows slightly less satisfactory results compared to other aspects. For the future information see appendix 11.

B. Discussion

One of the key skills that kids should have is writing. Because they write their ideas and emotions creatively, they use it as a way of communication to exchange ideas and emotions. While some pupils may not be able to express the idea clearly, they can nonetheless express themselves through writing. Brown stated is an expression of showing, instructing and helping someone learn to certain things, giving knowledge to someone, guiding in carrying out certain activities and giving instructions to others. Teaching writing means conveying certain information and then transforming it for the intended party who is interested in writing skills to train, know, understand and carry out writing activities.⁵¹

In this research, researcher evaluated the impact of using clustering techniques on students' ability to write descriptive text. This research involves class VIII students at SMPN 3 Rejang Lebong who will be divided into experimental

⁵¹ John Langan Albright, Zoe L., *Exploring Writing: Paragraphs and Essays Fourth Edition* (McGraw Hill Education, 2019) <<https://www.mheducation.com/highered/product/exploring-writing-paragraphs-essays-angan-albright/M9780073534794.html>>.

group will be treated using clustering techniques in the writing learning process. To measure the effects of this treatment, researcher will compare the quality of students' writing before and after applying the clustering technique. Assessment is carried out using a writing test which is administered in two stages: pre-test before applying the clustering technique and post-test after applying clustering technique. The assessment criteria used include aspects of content, organization, grammar, vocabulary, and mechanics. In this way, this research aims to determine whether the clustering technique can improve students' descriptive text writing abilities, based on the changes that occur in their pre-test and post-test.

The results of the data obtained and analyzed concluded that the clustering technique proved that there was a significant difference between before and after using the clustering technique with a mean pre test value of 61.73 and a post test value of 80.43. Based on the results of the paired sample t test in the table 4.8 a sig (2-tailed) value of 0.000 is produced. Where if it is assumed that the sig (2-tailed) value is $0.000 < 0.05$ then it can be concluded that H_0 (the application of clustering techniques has no influence on students' ability in writing descriptive text) is rejected and H_a (the application of clustering techniques has an influence on students' ability in writing descriptive text) accepted. So, it can be concluded that the use of clustering techniques has an influence on students' descriptive text writing skills. at SMPN 3 Rejang Lebong compared to before implementation.

Several earlier researchers have significantly advanced our knowledge of the application of clustering technique to enhance students' writing ability, which

is relevant to the current study. Nindya Revani et.al⁵² conducted a study to investigate the impact of clustering technique on the composition of narrative texts. Their findings indicated a noteworthy enhancement in the writing proficiency of tenth grade pupils. Moreover, research by Erina Ayu⁵³ and Nurul Afika⁵⁴ which examined the application of clustering technique to enhance students' abilities to produce descriptive texts in both high school and vocational settings, is also pertinent to this study. Their methodology integrates both qualitative and quantitative data, and the findings indicate that the application of clustering. Isrida krisma⁵⁵ research, she researched junior high schools with a quasi-experimental type of research. In this research, the results of the analysis show that the clustering technique can significantly improve students' writing ability in descriptive text. The clustering technique has been proven to be an effective and organize their ideas in writing in a more structured manner. Then, it can be concluded that the use of clustering techniques can improve students' ability to write descriptive texts from various aspects. This is in accordance with the theory put forward by Albright and Langan that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering, the writer can use lines, boxes, arrows, and circles to show

⁵² Mikhanatunnakhriyah and albiyansyah nindya revani anggitaningrum, alimatun, Hanafi Wibowo, 'Investigating Clustering Technique on Students' Writing Skill in Narrative Text', 10 (2021)

⁵³ Erina ayu lestari and budiarti, 'Utilizing Clustering Technique to Enhance Students' English Writing Performance', *English Education*, 10 (2022)

⁵⁴ Muhammad Stahrudin nawir nurul afika, multazam, abubakar, 'The Effect of Using Clustering Technique on the Students' Writing Skills in Descriptive Text at Senior High School 10 Makasar', *Eltics-lj*, 2 (2022)

⁵⁵ Isrida Krisna Armytasari, 'The Use of Clustering Technique to Improve Students' Writing Skill in Descriptive Text (A Case of the Seventh Grade Students of SMP Negeri 1 Krangan Rembang)', *Wawasan Pendidikan*, 3.1 (2023), pp.110-21, doi:1026877/wp.v3il.10577.

relationships among the ideas and details that occur to them.⁵⁶ Although these findings are almost in line with previous studies that also examined the effectiveness of similar techniques, this research is different because it uses research subjects, uses methods, location, type of text and the use of descriptive text material at each different level, such as middle school or high school. Thus, providing a new perspective on the application of clustering techniques in different contexts. The results of this study strengthen the evidence that clustering techniques are a useful tool in the writing learning process, especially in the context of descriptive texts

⁵⁶ John Langan Albright, Zoe L., *Exploring Writing: Paragraphs and Essays Fourth Edition* (McGraw Hill Education, 2019) <<https://www.mheducation.com/highered/product/exploring-writing-paragraphs-essays-langan-albright/M9780073534794.html>>.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions from the researcher results and suggestion from this research

A. Conclusion

This research used a pre-experimental design with one group pre-test and post-test method to examine the effect of clustering techniques on the ability to write descriptive text of eight grade students at SMPN 3 Rejang Lebong. By applying this design, the research aims to obtain empirical evidence regarding the effectiveness of clustering technique in improving students' ability to write descriptive text.

After collecting pre-test scores, applying treatment in the form of clustering techniques, and collecting post-test data, the results of the analysis showed a significant increase in students' ability to write descriptive text in the experimental class. The average pre-test score before applying the clustering technique was recorded at 61.73, while the average post-test score after applying the clustering technique increased to 80.43. This increase reflects progress in students' understanding of descriptive text writing. Thus, it can be concluded that the clustering has proven effective in improving students' as shown by the significant difference between pre-test and post-test

Carried out using a paired sample t-test shows that there is significant influence from the application of clustering techniques in learning. The results reveal a value of $0.000 < 0.05$. Based on these results, it can be concluded that the null hypothesis (H_0) and the alternative hypothesis (H_a) is accepted. This indicates that the clustering technique has a significant impact on improving students' abilities in writing descriptive text. In particular, the application of clustering techniques in the learning process in the eight grade of SMPN 3 Rejang Lebong has proven effective in improving student learning outcomes significantly. These findings strengthen the argument that the clustering technique is a successful method in supporting students' writing abilities.

B. Suggestions

Suggestions are a crucial element in the research process, especially for improving and developing research in the future. The following are some suggestions put forward based on the findings of this research:

1. For teachers

Researcher recommend teachers, especially English teachers, to apply clustering techniques in the writing teaching process. This technique has been proven to have a positive and significant impact on improving students' writing skills. By using clustering techniques, teachers can help students organize ideas and compose writing more systematically, which in the end can improve the quality of students' writing.

2. For further researcher

Future researcher are advised to explore the use of clustering techniques with text types different from those used in this study. By trying different types of text, researcher can identify and understand the benefits and effectiveness of clustering techniques in a broader context. It is hoped that this will provide deeper and more useful insight into the application of clustering techniques in teaching writing in various types of texts.

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Yuannisa Fathanah, 'The Effect of Using Clustering Technique on Students' Descriptive Text Writing Ability' (walisongo, 2022)

A
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APPENDIX 1

SK PEMBIMBING

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : ~~440~~ Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan : 1. Permohonan Saudara Elfa Sihara tanggal 22 Mei 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 07 Maret 2024

MEMUTUSKAN :

Menetapkan
Pertama : 1. **Dr. Prihantoro, SS., M.Pd** **19750820 200801 1 004**
2. **Meli Fauziah, M.Pd** **19940523 202012 2 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
N A M A : **Elfa Sihara**
N I M : **20551018**
JUDUL SKRIPSI : **The Effect of Clustering Techniques Towards Students' Descriptive Writing Skill**

Kedua : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

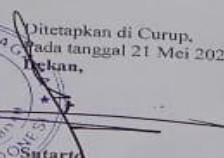

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal 21 Mei 2024
Dekan,



Tembusan :
1. Rektor
2. Bendahara IAIN Curup,
3. Kabag Akademik, mahasiswa dan kerja sama,
4. Mahasiswa yang bersangkutan

APPENDIX 2

SURAT REKOMENDASI PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 1196 /In.34/FT/PP.00.9/07/2024
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

16 Juli 2024


Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)
Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Elfa Sihara
NIM : 20551018
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Effect of Clustering Techniques towards Students' Descriptive Writing Skills
Waktu Penelitian : 16 Juli 2024 s.d 16 Oktober 2024
Lokasi Penelitian : SMPN 3 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3

SURAT DINAS PENANAMAN MODAL DAN PTSP



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/500 /IP/DPMPSTP/VII/2024

TENTANG PENELITIAN KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar :
- Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 - Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor :1196/In.34/FT/PP.00.9/07/2024 tanggal 16 Juli 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Elfa Sihara / Mojorejo, 13 Februari 2002
NIM : 20551018
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris/Tarbiyah
Judul Proposal Penelitian : "The Effect Of Clustering Techniques Towards Students' Descriptive Writing Skills "
Lokasi Penelitian : SMPN 3 Rejang Lebong
Waktu Penelitian : 16 Juli 2024 s/d 16 Oktober 2024
Penanggung jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

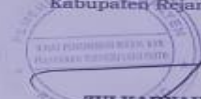
- Harus menaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 16 Juli 2024



Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong



ZULKARNAIN, SH

Pembina

NIP. 19751010 200704 1 001

Tembusan :

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Kepala SMPN 3 Rejang Lebong
- Yang Bersangkutan
- Asip

APPENDIX 4

SURAT KETERANGAN SELESAI PENELITIAN



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 3 REJANG LEBONG
NSS : 201260203001 - NPSN : 10700633 email : smpn1curtim@gmail.com
Alamat : Jalan A. Yanikel, Talang Ulu, (0732) 21525 CurupTimur



SURAT KETERANGAN IZIN PENELITIAN

Nomor : 421.3/955/LL/SMPN3 RL/CRT/2024

Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pelimpahan Kewenangan Penandatanganan Dan Pengelolaan Perizinan No Perizinan Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong. Surat dari Wakil Dekan Fakultas Tarbiya IAIN Curup Nomor:1196/In.34 /FT/PP.00.9/07/2024 tanggal 16 Juli 2024 Hal Rekomendasi Izin Penelitian.

Rekomendasi tentang Pelaksanaan Penelitian, Kepala SMP Negeri 3 Rejang Lebong menerangkannya :

N a m a / TTL : ELFA SIHARA/Mojorejo,13 Februari 2002
NPM/NIM : 20551018
Alamat : IAIN CURUP
Lokasi : SMPN 3 Rejang Lebong Kab. Rejang Lebong.

Telah selesai pelaksanaan penelitian di SMP Negeri 3 Rejang Lebong, dengan "*The Effect Of Clustering Techniques Towards Students' Descriptive Writing Skills*" di SMP Negeri3 Rejang Lebong. Dari tanggal 16 Juli 2024 s/d 16 Oktober 2024

Demikian Surat Keterangan izin Penelitian ini di buat untuk dapat di gunakan sebagaimana mestinya.

CurupTimur, Oktober 2024

Kepala Sekolah



ARNI WELI, S.Pd
NIP.196704291998012002

APPENDIX 5
KARTU KONSULTASI
BIMBINGAN SKRIPSI



INSTITUT AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA : ELFA SIHARA
 NIM : 20251018
 PROGRAM STUDI : Tadris Bahasa Inggris
 FAKULTAS : Tarbiyah
 DOSEN PEMBIMBING I : Dr Prihantoro, SS. M. Pd
 DOSEN PEMBIMBING II : Mel Fauziah, M. Pd
 JUDUL SKRIPSI : The effect of clustering techniques towards students' descriptive writing skills.
 MULAI BIMBINGAN :
 AKHIR BIMBINGAN :

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	26/03/2029	Bab I	P
2.	07/06/2029	Bab III, & Instrument	P
3.	07/06/2029	Bab I, II, & III, 1	P
4.	16/07/2029	Acc penelitian	P
5.	03/09/2029	Revisi bab chapter I, II & III	P
6.	10/09/2029	Revisi chapter IV & V	P
7.	29/09/2029	Revisi chapter I, III, IV & V	P
8.	01/10/2029	Appendix, references, cover	P
9.	08/10/2029	Revisi tujuan dan appendix, chapter IV & abstract	P
10.	10/10/2029	Revisi chapter III, referensi, & chapter IV	P
11.	15/10/2029	Revisi chapter IV & long acknowledgment, the statement of ownership	P
12.	17/10/2029	Acc sidang munaqasyah	P

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr Prihantoro, SS. M. Pd
NIP. 19750820 200801 1 009

CURUP,202
PEMBIMBING II,

Mel Fauziah, M. Pd
NIP. 19990523 202012 2 003

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Lembar konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK-Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39110

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	: ELFA SIHARA
NIM	: 20221010
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Prihantoro, S.S., M.Pd
PEMBIMBING II	: Meli Fauziah, M.Pd
JUDUL SKRIPSI	: The effect of clustering techniques Towards students' descriptive writing skills.
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	26/03/2024	Revisi Bab I, II & III	
2.	29/03/2024	Revisi Bab II & III	
3.	07/05/2024	Instrument	
4.	16/07/2024	Acc penelitian	
5.	26/08/2024	Revisi chapter IV & V	
6.	05/09/2024	Revisi chapter IV	
7.	12/09/2024	Revisi chapter I & penambahan appendix	
8.	19/09/2024	Revisi referensi and appendix	
9.	26/09/2024	Revisi chapter IV, V, & penulisan	
10.	02/10/2024	Revisi chapter IV & penulisan, abstract	
11.	10/10/2024	Revisi appendix, abstract, suggestion, & discussion	
12.	17/10/2024	Acc sidang munaqaroh	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 2024

PEMBIMBING I,

Dr. Prihantoro, S.S., M.Pd
NIP. 19750820 200801 1 004

PEMBIMBING II,

Meli Fauziah, M.Pd
NIP. 19550525 202012 2 002

APPENDIX 6
MODUL AJAR/LESSON PLAN
DAN ATP

ALUR TUJUAN PEMBELAJARAN

FASE D (KELAS VIII) SMP N 3 REJANG LEBONG

MATA PELAJARAN : BAHASA INGGRIS

FASE/KELAS : GANJIL (I)

ALOKASI WAKTU : 3 X 40 MENIT

TAHUN PEMBELAJARAN : 2024

Elemen	Capaian Pembelajaran
Menyimak- Berbicara	Pada akhir fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang informal dan formal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca- Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital,

	termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis- Mempresentasikan	Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk Menyusun argument dan menjekaskan atau mempertahankan suatu pendapat.

NO	ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	LINGKUP MATERI	JUMLAH JP
1.	Menyimak-Berbicara	Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban	<ol style="list-style-type: none"> 1.) Peserta didik dapat mengidentifikasi dan menggunakan ekspresi bertanya tentang kemampuan berbuat sesuatu. 2.) Peserta didik dapat mengidentifikasi dan menggunakan ekspresi menyatakan kemampuan dan ketidakmampuan mengerjakan sesuatu. 3.) Peserta didik dapat mengidentifikasi dan menggunakan ekspresi bertanya tentang keinginan melakukan sesuatu. 4.) Peserta didik dapat mengidentifikasi dan menggunakan ekspresi menyatakan keinginan dan ketidakinginan melakukan sesuatu. 5.) Peserta didik dapat memperagakan dialog mengeskpresikan kemampuan dan keinginan melakukan sesuatu. 	I Can Speak Five Languages	12 JP

		mereka menggunakan struktur kalimat dan kata kerja sederhana.			
2.	Menyimak- Berbicara	<p>Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>	<ol style="list-style-type: none"> 1.) Peserta didik dapat membicarakan fakta. 2.) Peserta didik dapat mengidentifikasi dan menggunakan the simple present tense dalam bentuk positif, negative dan tanya. 3.) Peserta didik dapat bertanya dan menjawab apakah suatu hal benar atau tidak. 4.) Peserta didik dapat menyatakan hal-hal terjadi secara rutin. 5.) Peserta didik dapat menulis kegiatan rutin. 	I Play Golf on Weekends	12 JP

3.	Menyimak-Berbicara	<p>Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>	<ol style="list-style-type: none"> 1.) Peserta didik dapat menggambarkan kegiatan yang sedang berlangsung. 2.) Peserta didik dapat mengidentifikasi dan menggunakan the simple continuous tense. 3.) Peserta didik dapat membaca dan merespon teks yang berhubungan dengan kejadian yang sedang berlangsung. 4.) Peserta didik memahami ide utama dan rincian yang relevan dalam sebuah teks. 5.) Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir. 	What are You Doing?	12 JP
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4.	Menyimak-Berbicara	Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.	<ol style="list-style-type: none"> 1.) Peserta didik dapat mengidentifikasi the simple past tense. 2.) Peserta didik menggunakan the simple past tense dalam percakapan. 3.) Peserta didik dapat membicarakan kegiatan yang terjadi di masa lampau menggunakan the simple past tense. 4.) Peserta didik dapat mengidentifikasi kata kerja beraturan dan tak beraturan. 5.) Peserta didik dapat membaca dan merespons teks yang berhubungan dengan kejadian di masa lampau 6.) Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir. 	We Went Camping Last Week	12 JP
5.	Menyimak-Berbicara	Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling	1.) Peserta didik dapat mengidentifikasi the past continuous tense dalam interaksi lisan dan tulis.	What Were They Doing?	11 JP

		<p>bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>	<p>2.) Peserta didik dapat menggunakan the past continuous tense dalam interaksi lisan dan tulis. 3.) Peserta didik dapat membaca dan merespons teks tentang pengalaman masa lampau. 4.) Peserta didik dapat menemukan dan mengevaluasi ide utama dan informasi spesifik dalam teks. 5.) Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir.</p>		
6.	Menyimak-Berbicara	<p>Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru,</p>	<p>1.) Peserta didik dapat mengidentifikasi the simple past dan past continuous tense. 2.) Peserta didik dapat menggunakan the simple past dan past continuous tense dalam percakapan lisan dan tulis.</p>	Let Me Tell You My Story	14 JP

		teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.	<ol style="list-style-type: none"> 3.) Peserta didik dapat menganalisa struktur teks recount. 4.) Peserta didik dapat membicarakan dapat membicarakan dan menulis tentang pengalaman. 5.) Peserta didik dapat menemukan dan mengevaluasi ide utama dan informasi spesifik dalam teks recount. 6.) Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir. 		
7.	Menyimak-Berbicara	Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang	<ol style="list-style-type: none"> 1.) Peserta didik dapat membandingkan dua hal atau lebih 2.) Peserta didik dapat mengidentifikasi comparative dan superlative adjectives. 3.) Peserta didik dapat menggunakan comparative dan superlative adjectives dalam percakapan lisan dan tulis. 	I'm Taller than You	10 JP

		<p>formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>	<p>4.) Peserta didik dapat menemukan dan mengavaluasi ide pokok dan informasi spesifik dalam teks yang berhubungan dengan comparative dan superlative adjectives.</p> <p>5.) Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir.</p>		
8.	Menyimak-Berbicara	<p>Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata,</p>	<p>1.) Peserta didik dapat berinteraksi dan bertukar pikiran, pengalaman, kesukaan, opini, dan pandangan dengan guru dan teman.</p> <p>2.) Peserta didik dapat mengidentifikasi sebuah jenis teks naratif.</p> <p>3.) Peserta didik dapat mengidentifikasi tujuan sebuah folktale.</p> <p>4.) Peserta didik dapat mengidentifikasi pesan moral dalam folktale.</p> <p>5.) Peserta didik dapat mengidentifikasi bagian-bagian dalam sebuah folktale.</p>	In a Faraway Kingdom	11 JP

		<p>peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>	<p>6.) Peserta didik dapat mempelajari kosakata berhubungan dengan folktale. 7.) Peserta didik dapat menemukan dan mengevaluasi ide pokok dan informasi spesifik dalam folktale. 8.) Peserta didik dapat mengomunikasikan ide dan pengalaman melalui teks sederhana dan teroganisir.</p>		
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Pertemuan 1

LESSON PLAN		
Satuan Pendidikan	:	SMPN 3 Rejang Lebong
Kelas/Semester	:	VIII/Fase D
Topik/Sub topik	:	Descriptive Text
Alokasi waktu	:	3 x 40 menit
Fokus skill	:	Writing

A. KOMPETENSI INTI

KI SPIRITUAL (KI 1) DAN KI SOSIAL (KI 2)	
<p>KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.</p>	
KI PENGETAUAN (KI 3)	KI KETERAMPILAN (KI 4)
<p>KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p>	<p>KI 4 : Mengolah, mengaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>

B. Kompetensi Dasar dan Indikator Pencapaian Kompeten

Kompetensi Dasar	Indikator pencapaian kompetensi

<p>Kompetensi pengetahuan 3.7 membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.7.1 menganalisis fungsi sosial dari teks sesuai dengan konteks penggunaannya (c4) 3.7.2 menganalisis struktur dan unsur kebahasaan teks deskriptif terkait deskripsi orang (c4) 3.7.3 membandingkan 2 teks deskripsi tulis terkait deskripsi orang (c5)</p>
<p>Kompetensi keterampilan 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang dan benda 4.7.2 menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang dan benda. Dengan memperhatikan fungsi sosial, struktur kebahasaan secara benar dan sesuai konteks.</p>	<p>4.7.1.1 menganalisis informasi rinci teks deskriptif terkait deskripsi orang (c4) 4.7.2.1 menyusun kalimat acak teks deskriptif tulis, pendek dan sederhana terkait orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks (c6) 4.7.2.2 membuat teks deskriptif tulis pendek dan sederhana, terkait orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar sesuai konteks (c6)</p>

C. Tujuan pembelajaran

1. Menganalisis fungsi sosial dari teks deskriptif sesuai dengan konteks penggunaannya struktur teks dan unsur kebahasaan teks deskriptif terkait dengan deskripsi orang atau tokoh.
2. Menganalisis struktur teks dan unsur kebahasaan sebuah teks deskriptif terkait dengan deskripsi orang atau tokoh.
3. Membandingkan fungsi sosial, struktur teks, dan language features teks deskriptif.
4. Menyusun kalimat deskriptif acak menjadi kalimat deskriptif yang benar dan sesuai konteks.
5. Membuat teks deskriptif.

Langkah-langkah pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> - Guru dan peserta didik memulai kelas dengan membaca doa bersama 	

Kegiatan awal	<ul style="list-style-type: none"> - Guru memeriksa kehadiran siswa. - Guru mengajak anak untuk melakukan brainstorming agar anak lebih fokus Ketika proses pembelajaran. - Guru memberikan sedikit penjelasan tentang apa yang akan dipelajari hari ini. 	25 menit
Kegiatan inti	<ul style="list-style-type: none"> - Guru memberikan penjelasan lengkap tentang teks deskriptif, dari apa itu teks deskriptif sampai struktur dari teks deskriptif tersebut. - Guru memberikan contoh mendeskripsikan orang yaitu salah satu peserta didik yang ada dikelas. - Guru memberikan tugas kepada peserta didik untuk mendeskripsikan teman. 	60 menit
Kegiatan penutup	<ul style="list-style-type: none"> - Guru memeriksa hasil kerja peserta didik. - Guru dan peserta didik menyimpulkan hasil pembelajaran hari ini. - Guru menutup pertemuan dengan salam. 	35 menit

Pertemuan ke 3 dan 4

LESSON PLAN		
Satuan Pendidikan	:	SMPN 3 Rejang Lebong
Kelas/Semester	:	VIII/Ganjil
Alokasi waktu	:	3 x 40 menit
Profil pelajar Pancasila	:	Self-reliant, Creative, Critical Thinking
Target peserta didik	:	Regular/tipikal
Model pembelajaran	:	Discovery Learning/Problem-Based Learning/Project Based Learning

A. Tujuan pembelajaran

1. Peserta didik dapat membicarakan fakta.
2. Peserta didik dapat mengidentifikasi dan menggunakan the simple present tense.
3. Peserta didik dapat bertanya dan menjawab apakah suatu hal benar atau tidak.
4. Peserta didik dapat menyatakan hal-hal yang terjadi secara rutin.
5. Peserta didik dapat ,emulis kegiatan rutin.

B. Pertanyaan pemantik

We often talk about general truths as well as our daily routines. Do you know how to talk about general truths and routine ?

C. Langkah-langkah pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru dan peserta didik memulai kelas dengan membaca doa bersama dan guru memeriksa kehadiran siswa. - Guru kemudian mengajak anak untuk melakukan brainstorming agar anak lebih fokus Ketika proses pembelajaran. - Guru memberikan sedikit penjelasan tentang materi yang akan dipelajari. 	25 menit
	<ul style="list-style-type: none"> - Guru memberikan contoh kegiatan sehari-hari yang berkaitan dengan simple present tense. 	

Kegiatan inti	<ul style="list-style-type: none"> - Guru menanyakan kegiatan sehari-hari salah satu peserta didik. - Guru memberikan penjelasan dan contoh mengenai simple present tense. - Guru memberikan Latihan untuk dikerjakan secara bersama-sama. - Guru memberikan tugas kepada peserta didik. 	60 menit
Kegiatan penutup	<ul style="list-style-type: none"> - Guru memeriksa hasil tugas peserta didik. - Guru dan peserta didik menyimpulkan materi yang telah dipelajari hari ini. - Guru menutup kelas dengan salam. 	35 menit

Pertemuan ke 5,6.7

LESSON PLAN		
Satuan Pendidikan	:	SMPN 3 Rejang Lebong
Kelas/Semester	:	VIII/Fase D
Topik/Sub topik	:	Descriptive Text
Alokasi waktu	:	3 x 40 menit
Fokus skill	:	Writing

A. Kompetensi Inti

KI SPIRITUAL (KI 1) DAN KI SOSIAL (KI 2)	
<p>KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.</p>	
KI PENGETAUAN (KI 3)	KI KETERAMPILAN (KI 4)
<p>KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p>	<p>KI 4 : Mengolah, mengaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>

B. Kompetensi Dasar dan Indikator Pencapaian Kompeten

Kompetensi Dasar	Indikator pencapaian kompetensi

<p>Kompetensi pengetahuan</p> <p>3.7 membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.7.1 menganalisis fungsi sosial dari teks sesuai dengan konteks penggunaannya (c4)</p> <p>3.7.2 menganalisis struktur dan unsur kebahasaan teks deskriptif terkait deskripsi orang (c4)</p> <p>3.7.3 membandingkan 2 teks deskripsi tulis terkait deskripsi orang (c5)</p>
<p>Kompetensi keterampilan</p> <p>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang dan benda</p> <p>4.7.2 menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang dan benda. Dengan memperhatikan fungsi sosial, struktur kebahasaan secara benar dan sesuai konteks.</p>	<p>4.7.1.1 menganalisis informasi rinci teks deskriptif terkait deskripsi orang (c4)</p> <p>4.7.2.1 menyusun kalimat acak teks deskriptif tulis, pendek dan sederhana terkait orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks (c6)</p> <p>4.7.2.2 membuat teks deskriptif tulis pendek dan sederhana, terkait orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar sesuai konteks (c6)</p>

C. Tujuan pembelajaran

1. Menganalisis fungsi sosial dari teks deskriptif sesuai dengan konteks penggunaannya struktur teks dan unsur kebahasaan teks deskriptif terkait dengan deskripsi orang atau tokoh.
2. Menganalisis struktur teks dan unsur kebahasaan sebuah teks deskriptif terkait dengan deskripsi orang atau tokoh.
3. Membandingkan fungsi sosial, struktur teks, dan language features teks deskriptif.
4. Menyusun kalimat deskriptif acak menjadi kalimat deskriptif yang benar dan sesuai konteks.
5. Membuat teks deskriptif.

D. Langkah-langkah pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
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<p>Pendahuluan</p>	<ul style="list-style-type: none"> - Guru dan peserta didik memulai kelas dengan membaca doa bersama dan guru memeriksa kehadiran siswa. - Guru kemudian mengajak anak untuk melakukan brainstorming agar anak lebih fokus Ketika proses pembelajaran. - Guru memberikan sedikit penjelasan tentang teks deskriptif, dari apa itu teks deskriptif sampai struktur dari teks deskriptif tersebut. - Guru memberikan penjelasan agar memudahkan siswa dalam membuat sebuah teks deskriptif yaitu menggunakan teknik clustering. 	<p>25 menit</p>
<p>Kegiatan inti</p>	<ul style="list-style-type: none"> - Guru memberikan sebuah gambar yang diletakkan dipapan tulis kemudian dideskripsikan menggunakan Teknik clustering. - Guru memberikan kesempatan kepada peserta didik untuk bertanya. - Guru memberikan Latihan soal menggunakan gambar seseorang untuk dideskripsikan menggunakan Teknik clustering. 	<p>60 menit</p>
<p>Kegiatan penutup</p>	<ul style="list-style-type: none"> - Guru langsung memeriksa tugas Latihan yang telah dikerjakan oleh peserta didik. - Guru dan peserta didik membuat kesimpulan tentang apa yang telah dipelajari. - Guru menutup kelas dengan salam. 	<p>35 menit</p>

APPENDIX 7

Expert Validation

~~INTRUMENT~~ INSTRUMENT TEST

Pre-test

Name :

Class :

Time allocation: (2 x 45 minutes)

Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the image below.
2. The descriptive text must have at least 100 words.
3. Determine the best title for your descriptive text.
4. Pay attention to these aspects in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (Use present tense and Agreement aspect), vocabulary, and Mechanics (Spelling, punctuation, and capitalization).
- ~~5. The time given to work on the question is 40 minutes.~~
- ~~6. Write descriptive text based on the topic of the image below (minimum 1 paragraph or 50 words).~~



INSTRUMENT TEST

Post-test

Name :

Class :

Time allocation: (2 x 45 minutes)

Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the image below.
3. The descriptive text must have at least 100 words.
4. Determine the best title for your descriptive text.
5. Pay attention to these aspects in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (Use present tense and Agreement aspect), vocabulary, and Mechanics (Spelling, punctuation, and capitalization).
- ~~6. The time given to work on the question is 40 minutes.~~
- ~~7. Write descriptive text based on the topic of the image below (minimum 1 paragraph or 50 words).~~



Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Kepahiang, July 2023

Validator

A handwritten signature in black ink, appearing to be 'Nastiti Handayani'.

Nastiti Handayani, M.Pd

APPENDIX 8

STUDENTS ANSWER SHEETS

PRE-TEST

Name : Salsya Anugrahani

Class : 3 a

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text
5. Pay attention to these aspect in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation and capitalization).

Mr. Jokowi Dodo

Mr. Jokowi is a figure who is admired and liked by many

people because he smiles easily and is friendly.

Mr. Jokowi has a wife named Iriana and three children

including two boys and one girl. Mr. Jokowi has a thin, tall and cool body.

C : 9

3 (9) 3 (9)

O : 4

2 (4) 2 (6)

G : 4

3 (6) 2 (6)

V : 45

2 (3) 3 (9.5)

M : 3

2 (3) 2 (3)

Rater 1

Rater 2 Rater 3

POST-TEST

Name : SAISA ANUGRAHANI

Class : 8 A

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text.
5. Pay attention to these aspects in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation, and capitalization).

My current President is my Idol

Mr Prabowo or Prabowo Subianto is a candidate for President of Indonesia in 2024 - 2029 usually called Mr. Gemoy because he has a fat body and has a funny attitude.

Mr Prabowo has a tall body and white skin. Mr Prabowo does not have a wife but his ex-wife always

supports him. In the photo Mr Prabowo is standing wearing glasses and holding a microphone yellow on the stage. Mr Prabowo is a tough figure

who never gives up.

C : 12

D : 6

G : 6

V : 4.5

M : 4.5

Rater 1

4 (12) 4 (12)

4 (8) 4 (8)

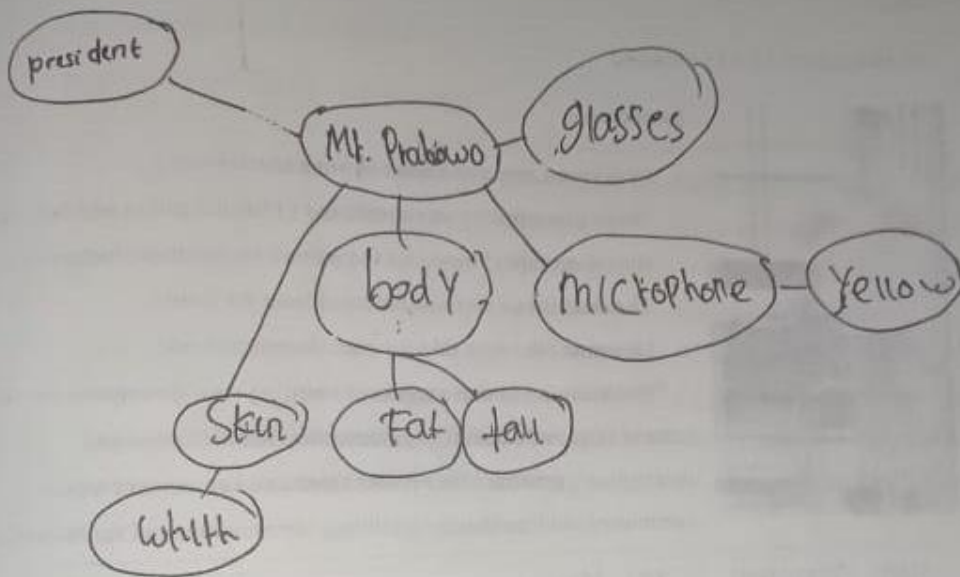
3 (6) 3 (6)

4 (6) 4 (6)

4 (6) 3 (9.5)

Rater 2

Rater 3



1. He has whith skin
2. He has fat and tall body
3. He wears glasses
4. He is a president
5. He is holding the mic yellow
6. He is my idol.

PRE-TEST

Name : DIAM WAHYUDI

Class : VIII A

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text
5. Pay attention to these aspect in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation and capitalization).

Mr. Jokowi is a President, I often see it near the
blackboard in the photo. Mr Jokowi is wearing
a black cap, white shirt, black shoes and red tie.
Mr. Jokowi has a tall body, brown skin.

C	9	1 (3)	2 (6)
O	4	2 (9)	2 (9)
G	4	2 (9)	2 (9)
V	45	3 (9.5)	3 (9.5)
M	3	2 (3)	2 (3)
Rotar 1		Rotar 2	Rotar 3

POST-TEST

Name : DIAN WAHYUDI

Class : 2 A

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text.
5. Pay attention to these aspects in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation, and capitalization).

my President

Mr. Prabowo is the president of Indonesia who was elected in 2024. Mr. Prabowo is a firm and authoritative figure and he is one of Indonesia's state leaders.

In the photo, Mr. Prabowo is wearing a white shirt, brown pants, wearing a cap and wearing black shoes and is making a speech on stage and holding a gold microphone. He has brown skin, a full body and a round face, a sturdy body and face.

C : 9

O : 6

G : 6

V : 4.5

M : 7.5

Rater 1

3 (9) 3 (9)

3 (6) 3 (6)

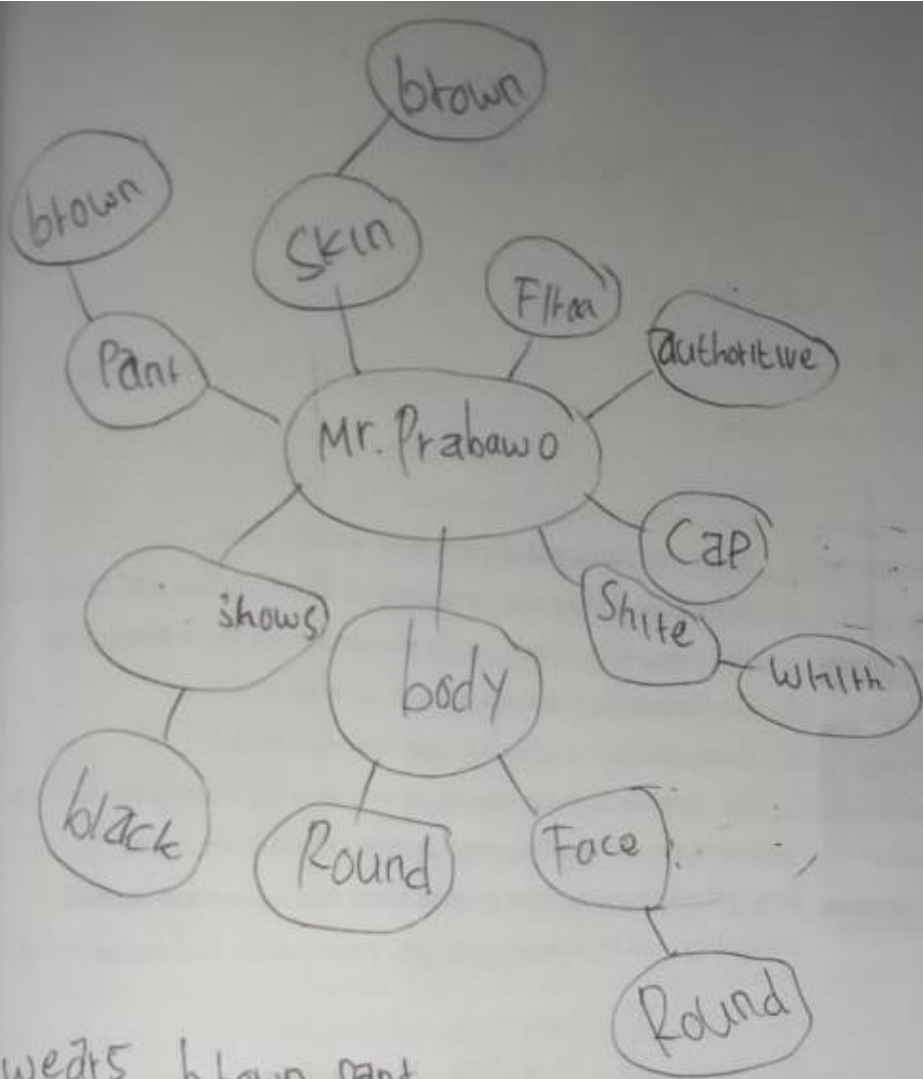
3 (6) 3 (6)

4 (6) 3 (4.5)

3 (4.5) 3 (4.5)

Rater 2

Rater 3



wears brown pant
 wears whith shite
 wears black shows
 has brown skin
 has Filter body
 has Round body
 has Round Face

PRE-TEST

Name : Al aziz

Class : VII A

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text
5. Pay attention to these aspect in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation and capitalization).

Mr Jokowi is the current President of Indonesia.
Mr Jokowi has a beautiful smile and straight teeth.
He has a tall and thin body.
In the photo, he is wearing a white shirt,
black jacket, black shoes and black cap.
Mr Jokowi is a friendly and kind person.

C	9	2 (6)	2 (6)
O	4	3 (6)	2 (4)
G	4	2 (4)	2 (4)
W	4,5	3 (4,5)	3 (4,5)
M	3	3 (4,5)	3 (4,5)
Rotar 1		Rotar 2	Rotar 3

POST-TEST

Name : A1 422

Class : 8A

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text.
5. Pay attention to these aspects in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation, and capitalization).

Mr. Prabowo

He is our future President. His name is Mr. Prabowo Subianto or know as Mr. Prabowo. Before becoming President he was a soldier with many achievements.

Mr. Prabowo now has a fat and tall body. His skin color is brown with narrow eyes. He has a round face and a deep voice like a soldier. Mr. Prabowo has a hobby, namely exercise. Even though Mr. Prabowo has a firm and authoritative face, after the election he has become a different person. He often smiles and dances, making everyone like him, especially young people.

C 11
O 6
G 6
U 45
M 43

Rater 1

3 (9) 4 (12)

4 (8) 3 (6)

4 (8) 3 (6)

4 (6) 4 (6)

3 (9.5) 3 (9.5)

Rater 2

Rater 3

1. He is a President of Indonesia.
2. he has deep voice
3. he has fat body
4. he has tall body
5. he is a Prabowo subianto
6. he has round face



PRE-TEST

Name : Dava (ron

Class : VIII a

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text
5. Pay attention to these aspect in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation and capitalization).

Jokowidodo or Jokowi was the president of Indonesia several years ago. Mr Jokowi wore a black suit, red tie, black shoes and white shirt.

Mr. Jokowi has a tall, thin body, narrow eyes and brown skin. He has children named Kaesang, Kahiyang and Gibran.

C 9

2 (6) 2 (6)

O 4

2 (6) 2 (9)

G 4

3 (6) 2 (9)

V 3

2 (3) 3 (9.5)

M 4.5

3 (9.5) 2 (3)

Rater 1

Rater 2

Rater 3

POST-TEST

Name : Dava Lion

Class : 8 a

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text.
5. Pay attention to these aspects in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation, and capitalization)

Indonesia presidential candidate

The eighth president or Mr Prabowo Subianto is a handsome man. Mr Prabowo a defense minister before becoming president.

In the photo, Mr Prabowo is standing wearing a white shirt and brown trousers. Mr Prabowo has an ex-wife who is very loyal to accompany him. Mr Prabowo has a fat body, narrow eyes, white skin and a tall body. Prabowo has a child named Didit Hediprasetyo or Didit.

C = 12

O = 6

G = 6

V = 6

M = 4.5

Rating 1

4 (12) 9 (12)

3 (6) 3 (6)

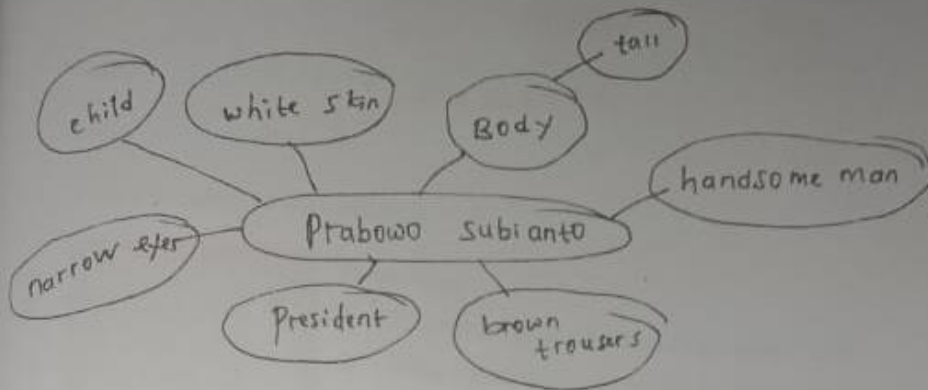
3 (6) 3 (6)

3 (4.5) 4 (6)

3 (4.5) 3 (4.5)

Rating 2

Rating



1. He is a president
2. Her name is Prabowo Subianto
3. He has ex-wife
4. he has narrow eyes
5. he has white skin
6. he has tall body
7. he has a child

PRE-TEST

Name : Hafiza delvianti

Class : VIII A

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text
5. Pay attention to these aspect in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation and capitalization).

Jokowi dodo

Mr jokowi dodo is the current president of Indonesia
Mr jokowi dodo has a beautiful smile and ~~stra~~ straight
teeth. He has a tall and thin body. In the photo he is
~~wear~~ wearing a white shirt black ~~ja~~ jacket black shoes
and black cap Mr jokowi dodo has a wife and three
~~child rean~~ children

C	9	3 (9)	2 (6)
O	4	3 (6)	3 (6)
G	4	2 (9)	2 (9)
V	4.5	2 (3)	3 (4.5)
M	3	3 (9.5)	2 (3)

Rotar 1

Rotar 2

Rotar 3

POST-TEST

Name : Hafiza dewianti

Class : VIII A

Time allocation: (2 x 45 minutes)



Instructions :

1. Write your name and class in your answer sheet.
2. Write a descriptive text consisting of identification and description (two paragraphs) based on the picture beside these instructions.
3. The descriptive text must have at least 80 words.
4. Determine the best title for your descriptive text.
5. Pay attention to these aspects in writing your descriptive text; the content (topic and details), organization (identification and description), grammar (use present tense and agreement aspect), vocabulary, and mechanics (spelling, punctuation, and capitalization).

Prabowo Subianto

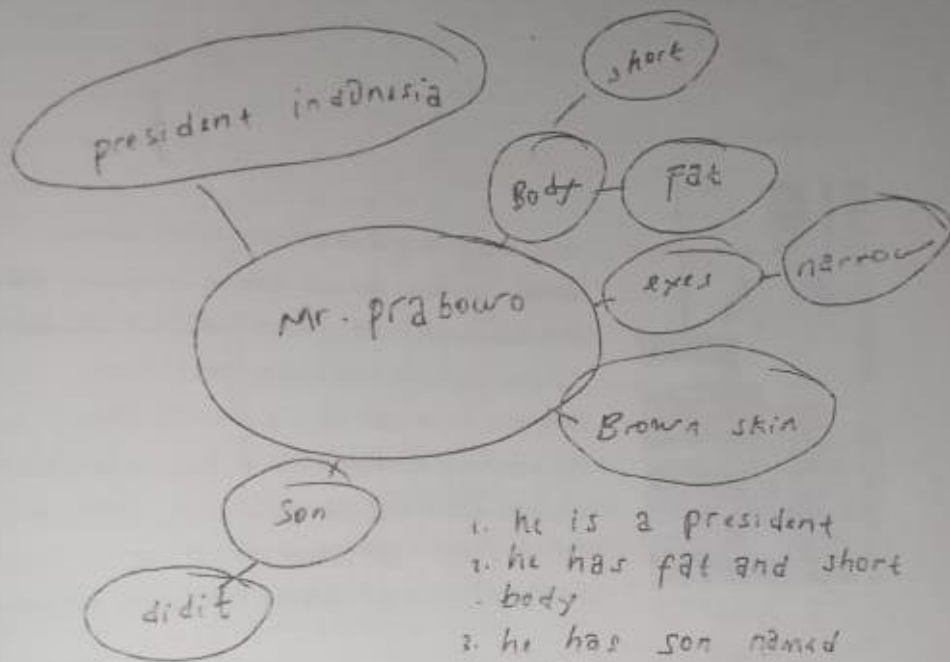
Mr. Prabowo is a soldier with a high rank ~~off~~
Mr. Prabowo also served as defense
minister, now Mr. Prabowo has run for president
and won the 2024 election and will soon
be inaugurated

~~He~~ Mr. Prabowo has the deal height, fat body
and short, straight hair Mr. Prabowo also has
narrow eyes and a deep voice

Mr. Prabowo has brown skin like Indonesian people
In general Mr. Prabowo does not have a wife but
a son named Didit Hadiprasetyo or Didit Prabowo

C = 12
O = 6
G = 6
U = 6
M = 45

4 (12) 9 (12)
4 (8) 3 (6)
3 (6) 3 (6)
4 (6) 4 (6)
3 (9.5) 4 (6)
Rater 2 Rater 3



1. he is a president
2. he has fat and short body
3. he has son named didit
4. he has narrow eyes
5. he has brown skin

APPENDIX 9

Students Basic Writing

VIII A			VIII B		
No	Name	Score	No	Name	Score
1.	ARR	50	1.	ASO	45
2.	ALK	40	2.	AS	60
3.	AAS	65	3.	ASA	60
4.	AK	55	4.	ARP	40
5.	AHN	20	5.	ANA	25
6.	AH	45	6.	ABF	35
7.	AR	55	7.	CA	20
8.	CA	40	8.	DA	35
9.	DL	35	9.	DL	55
10.	DW	25	10.	DFS	80
11.	DWP	20	11.	FAU	65
12.	EK	35	12.	FV	75
13.	HD	75	13.	HA	65
14.	IDO	70	14.	IL	75
15.	MRAZ	45	15.	KAT	45
16.	MA	25	16.	MIN	60
17.	MDF	50	17.	MIR	75
18.	MHF	75	18.	MDPS	55
19.	NDR	55	19.	AMS	55
20.	NAD	15	20.	MFR	75
21.	RK	15	21.	MIA	65
22.	RPN	50	22.	R	75
23.	RPK	65	23.	RA	60

24.	RHH	50	24.	RP	60
25.	RBA	25	25.	SIA	45
26.	AS	45	26.	SKDP	30
27.	SA	65	27.	TAP	45
28.	STW	60	28.	ZO	40
29.	SR	15			
30.	ZIP	15			

VIII C			VIII D		
No	Name	Score	No	Name	Score
1.	APP	70	1.	APS	30
2.	APJ	60	2.	AD	25
3.	AMP	55	3.	A	45
4.	AS	55	4.	AS	75
5.	APP	15	5.	AM	70
6.	AP	60	6.	APS	75
7.	SP	40	7.	AA	35
8.	DJS	45	8.	BMP	35
9.	DGR	75	9.	CA	40
10.	DA	30	10.	DE	65
11.	DAR	40	11.	DS	60
12.	FM	50	12.	DW	15
13.	GA	45	13.	EF	15
14.	IANF	50	14.	FM	25
15.	JRA	45	15.	HS	15
16.	KFR	30	16.	LAN	60
17.	LAK	70	17.	MGA	55
18.	MK	70	18.	MRPP	50

19.	MQFR	80	19.	MA	30
20.	MA	65	20.	NDO	35
21.	MSA	65	21.	NA	75
22.	MUA	75	22.	PI	45
23.	NM	40	23.	PH	70
24.	NR	45	24.	RGE	60
25.	NV	40	25.	RD	30
26.	SA	45	26.	RRAM	50
27.	SR	50	27.	SBA	70
28.	WLJ	55	28.	STR	50
29.	ZRS	60			

VIII E			VIII F		
No	Name	Score	No	Name	Score
1.	ARA	70	1.	APA	25
2.	AJ	75	2.	AL	30
3.	AC	45	3.	AR	65
4.	AZ	50	4.	AHT	30
5.	ANR	65	5.	CAS	45
6.	AR	25	6.	DRR	45
7.	AZ	15	7.	FQZP	75
8.	DPA	35	8.	IG	75
9.	DCP	40	9.	JO	50
10.	FA	55	10.	MKDA	45
11.	JT	40	11.	N	65
12.	LR	40	12.	NY	60
13.	MRA	15	13.	OP	75
14.	MIR	70	14.	RA	35

15.	MIP	70	15.	RAS	40
16.	MADF	35	16.	RA	65
17.	MDFP	25	17.	RA	70
18.	NHP	45	18.	RR	65
19.	NRF	50	19.	SB	60
20.	NRP	50	20.	VA	25
21.	P	70	21.	VMA	60
22.	RDS	70	22.	WRA	65
23.	SA	75	23.	ZNF	60
24.	UA	50	24.	ZAR	45
25.	YF	50	25.	Z	45
26.	YZ	55	26.	CMA	60
27.	ZBN	35	27.	AA	65
28.	FP	55	28.	PM	25

VIII G		
No	Name	Score
1.	AST	75
2.	BNY	55
3.	BA	55
4.	DJ	60
5.	DP	25
6.	ETN	30
7.	ER	35
8.	EMP	55
9.	FOP	60
10.	IPO	35
11.	IP	45

12.	JP	35
13.	KF	45
14.	GMW	30
15.	MRAK	30
16.	MA	75
17.	NR	70
18.	PP	65
19.	PAF	70
20.	QAA	50
21.	RAP	70
22.	RGW	50
23.	RMRS	60
24.	RIW	40
25.	SDL	45
26.	SPS	50
27.	ZAN	40
28.	ZR	65

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VIIIA	30	15	75	43.33	18.998
VIIIB	28	20	80	53.93	17.125
VIIIC	30	15	80	50.83	17.275
VIIID	28	15	75	46.61	19.487
VIIIE	28	15	75	49.11	17.483
VIIIF	28	25	75	52.50	16.188
VIIIG	28	15	85	45.36	21.123
Valid N (listwise)	28				

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		28
Normal Parameters ^a	Mean	45.3571429
	Std. Deviation	7.67597367
Most Extreme Differences	Absolute	.094
	Positive	.066
	Negative	-.094
Kolmogorov-Smirnov Z		.498
Asymp. Sig. (2-tailed)		.965

a. Test distribution is Normal.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
basil	Based on Mean	.001	1	200	.971
	Based on Median	.004	1	200	.949
	Based on Median and with adjusted df	.004	1	199.903	.949
	Based on trimmed mean	.002	1	200	.967

APPENDIX 10

RESEARCH SCHEDULE

Date	Time Allocation	Topic	Meeting
Wednesday, 17 th July 2024	2 x 45 minutes	Pre-test	1
Thursday, 18 th July 2024	3 x 40 minutes	Definition and structure of descriptive text	2
Thursday, 25 July 2024	3 x 40 minutes	Simple present tense	3
Thursday, 1 st August 2024	3 x 40 minutes	Simple present tense	4
Thursday, 8 th August 2024	3 x 40 minutes	Create descriptive text with using clustering techniques	5
Thursday, 15 th August 2024	3 x 40 minutes	Create descriptive text with using clustering techniques	6
Thursday, 22 nd August 2024	3 x 40 minutes	Create descriptive text with using clustering techniques	7
Friday, 23 rd August 2024	2 x 45 minutes	Post-test	8

APPENDIX 11

Data Results for all raters

Pre test

No	Name	Rater 1	Rater 2	Rater 3	Pre test score	Qualification
1.	ARR	61	53	53	55,66	Poor
2.	ALK	61	58	57	58,66	Fair/Enough
3.	AAS	61	62	57	60,00	Fair/Enough
4.	AK	61	65	61	62,33	Fair/Enough
5.	AHN	61	57	57	58,33	Fair/Enough
6.	AH	66	65	53	61,33	Fair/Enough
7.	AR	62	71	66	66,33	Fair/Enough
8.	CA	66	62	65	64,33	Fair/Enough
9.	DL	61	58	53	57,33	Fair/Enough
10.	DW	61	46	53	53,33	Poor
11.	DWP	61	62	56	59,66	Fair/Enough
12.	EK	75	75	71	73,66	Good
13.	HD	61	66	58	61,66	Fair/Enough
14.	IDO	75	75	71	73,66	Good
15.	MRAZ	66	66	70	67,33	Fair/Enough
16.	MA	66	68	67	67,00	Fair/Enough
17.	MDF	66	62	66	64,66	Fair/Enough
18.	MHF	62	55	50	55,66	Poor
19.	NDR	61	57	55	57,66	Fair/Enough
20.	NAD	62	66	66	64,66	Fair/Enough
21.	RK	61	62	61	61,33	Fair/Enough
22.	RPN	75	72	71	72,66	Good

23.	RPK	66	58	62	62,00	Fair/Enough
24.	RHH	62	56	61	59,66	Fair/Enough
25.	RBA	62	66	66	64,66	Fair/Enough
26.	AS	61	62	53	58,66	Fair/Enough
27.	SA	61	62	61	61,33	Fair/Enough
28.	STW	61	55	53	56,33	Fair/Enough
29.	SR	61	63	66	63,33	Fair/Enough
30.	ZIP	61	62	65	62,66	Fair/Enough
SUM					1.852	
MEAN SCORE					61,73	

Post test

No	Name	Rater 1	Rater 2	Rater 3	Post test score	Qualification
1.	ARR	82	86	82	83,33	Good
2.	ALK	75	75	78	76,00	Good
3.	AAS	82	88	86	85,33	Good
4.	AK	71	75	75	73,66	Good
5.	AHN	75	86	75	78,66	Good
6.	AH	82	82	82	82,00	Good
7.	AR	75	86	78	79,66	Good
8.	CA	82	86	78	82,00	Good
9.	DL	86	82	86	84,66	Good
10.	DW	75	78	75	76,00	Good
11.	DWP	71	75	75	73,66	Good
12.	EK	82	83	86	83,66	Good
13.	HD	86	91	90	89,00	Very good
14.	IDO	78	86	78	80,66	Good

15.	MRAZ	75	75	78	76,00	Good
16.	MA	82	82	86	83,33	Good
17.	MDF	82	86	86	84,66	Good
18.	MHF	82	75	82	79,66	Good
19.	NDR	75	75	78	77,33	Good
20.	NAD	86	75	75	79,66	Good
21.	RK	75	73	78	75,33	Good
22.	RPN	73	87	82	80,66	Good
23.	RPK	78	86	78	80,66	Good
24.	RHH	82	75	77	78,00	Good
25.	RBA	90	95	91	92,00	Very good
26.	AS	75	86	78	79,66	Good
27.	SA	82	95	91	89,33	Very good
28.	STW	78	82	75	78,33	Good
29.	SR	75	95	75	81,66	Good
30.	ZIP	78	82	82	80,66	Good
SUM					2.413	
MEAN SCORE					80,43	

The results of pre-test and post-test

No	Name	Score					Total
		C (content)	O (organization)	G (grammar)	V (vocabulary)	M (mechanics)	
1	ARR	3	2	2	2	3	61
2	ALK	3	2	2	3	2	61
3	AAS	3	2	2	3	2	61
4	AK	3	2	2	3	2	61
5	AHN	3	2	2	3	2	61
6	AH	3	3	2	2	3	66
7	AR	3	3	2	2	2	62
8	CA	3	3	2	3	2	66
9	DL	3	2	2	2	3	61
10	DW	3	2	2	3	2	61
11	DWP	3	2	2	3	2	61
12	EK	3	3	3	3	3	75
13	HD	3	2	2	3	2	61
14	IDO	3	3	3	3	3	75
15	MRA Z	3	3	2	3	2	66
16	MA	3	3	2	3	2	66
17	MDF	3	3	2	2	3	66
18	MHF	3	3	2	2	2	62
19	NDR	3	2	2	3	2	61
20	NAD	3	3	2	2	2	62
21	RK	3	2	2	2	3	61
22	RPN	3	3	3	3	3	75

23	RPK	3	3	2	2	3	66
24	RHH	3	3	2	2	2	62
25	RBA	3	3	2	2	2	62
26	AS	3	2	2	3	2	61
27	SA	3	2	2	3	2	61
28	STW	3	2	2	3	2	61
29	SR	3	2	2	3	2	61
30	ZIP	3	2	2	3	2	61

No	Name	Score					Total
		C (content)	O (organization)	G (grammar)	V (vocabulary)	M (mechanics)	
1	ARR	4	3	3	3	3	82
2	ALK	3	3	3	3	3	75
3	AAS	4	3	3	3	3	82
4	AK	3	3	3	2	3	71
5	AHN	3	3	3	3	3	75
6	AH	4	3	3	3	3	82
7	AR	3	3	3	3	3	75
8	CA	4	3	3	3	3	82
9	DL	4	3	3	4	3	86
10	DW	3	3	3	3	3	75
11	DWP	3	3	3	2	3	71
12	EK	4	3	3	3	3	82
13	HD	4	3	3	3	3	86
14	IDO	4	3	3	3	2	78

		(content)	(organization)	(grammar)	(vocabulary)	(mechanics)	
1	ARR	2	2	2	2	3	53
2	ALK	2	2	3	2	3	58
3	AAS	2	3	2	3	3	62
4	AK	3	2	2	2	3	65
5	AHN	3	2	2	2	2	57
6	AH	3	2	2	3	3	65
7	AR	3	3	3	3	2	71
8	CA	3	3	2	2	2	62
9	DL	2	2	3	2	3	58
10	DW	1	2	2	3	2	46
11	DWP	3	2	3	2	2	62
12	EK	3	3	3	3	3	75
13	HD	3	3	2	2	3	66
14	IDO	3	3	3	4	2	75
15	MRA Z	2	2	3	4	3	66
16	MA	3	2	2	4	3	68
17	MDF	3	3	2	2	2	62
18	MHF	1	3	2	3	3	55
19	NDR	3	2	2	2	2	57
20	NAD	3	2	3	3	2	66
21	RK	3	2	3	2	2	62
22	RPN	2	4	3	4	2	72
23	RPK	2	3	2	2	3	58
24	RHH	3	1	2	2	3	56
25	RBA	2	3	3	3	3	66
26	AS	3	2	3	2	2	62

27	SA	3	2	3	2	2	62
28	STW	2	3	2	2	2	55
29	SR	2	3	3	2	3	63
30	ZIP	2	3	2	3	3	62

No	Name	Score					Total
		C (content)	O (organization)	G (grammar)	V (vocabulary)	M (mechanics)	
1	ARR	4	3	3	4	3	86
2	ALK	3	3	3	3	3	75
3	AAS	3	4	4	4	3	88
4	AK	3	3	3	3	3	75
5	AHN	4	3	3	4	3	86
6	AH	4	3	3	3	3	82
7	AR	4	3	3	3	4	86
8	CA	4	3	3	4	3	86
9	DL	4	3	3	3	3	82
10	DW	3	3	3	4	3	78
11	DWP	3	3	3	3	3	75
12	EK	3	4	3	4	3	83
13	HD	4	4	3	4	3	91
14	IDO	4	3	3	4	3	86
15	MRA Z	3	3	3	3	3	75
16	MA	4	3	3	3	3	82
17	MDF	4	3	3	3	4	86
18	MHF	3	3	3	3	3	75

19	NDR	3	3	3	3	3	75
20	NAD	3	3	3	3	3	75
21	RK	4	3	2	2	3	73
22	RPN	4	4	3	4	2	87
23	RPK	4	3	3	4	3	86
24	RHH	3	3	3	3	3	75
25	RBA	4	4	3	4	4	95
26	AS	4	3	3	3	4	86
27	SA	4	4	3	4	4	95
28	STW	4	3	3	3	3	82
29	SR	4	4	3	4	4	95
30	ZIP	4	3	3	3	3	82

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The Rater of writing



Ewwita, S.Pd

No	Name	Score					Total
		C (content)	O (organization)	G (grammar)	V (vocabulary)	M (mechanics)	
1	ARR	3	2	2	3	2	53
2	ALK	3	2	2	2	2	57
3	AAS	2	2	2	3	3	57
4	AK	3	2	2	3	2	61
5	AHN	3	2	1	2	2	57
6	AH	3	3	2	3	3	53

7	AR	3	3	2	3	2	66
8	CA	3	2	2	3	3	65
9	DL	2	2	2	3	2	53
10	DW	2	2	2	3	2	53
11	DWP	3	1	2	3	2	56
12	EK	3	3	3	3	2	71
13	HD	2	3	2	3	2	58
14	IDO	3	3	3	3	2	71
15	MRA Z	3	3	2	3	3	70
16	MA	3	3	3	2	2	67
17	MDF	3	3	2	3	2	66
18	MHF	1	2	2	3	3	50
19	NDR	2	3	2	2	2	55
20	NAD	3	3	2	3	2	66
21	RK	3	2	2	3	2	61
22	RPN	3	3	3	3	2	71
23	RPK	2	3	2	3	3	62
24	RHH	3	2	2	3	2	61
25	RBA	3	3	2	3	2	66
26	AS	2	2	2	3	2	53
27	SA	3	2	2	3	2	61
28	STW	2	2	2	3	2	53
29	SR	3	2	3	3	2	66
30	ZIP	3	2	2	3	3	65

		Score					
	Name	C	O	G	V	M	

N o		(content)	(organization)	(grammar)	(vocabulary)	(mechanics)	Tota l
1	ARR	4	3	3	3	3	82
2	ALK	4	3	3	3	2	78
3	AAS	4	3	3	4	3	86
4	AK	3	3	3	3	3	75
5	AHN	3	3	3	3	3	75
6	AH	4	3	3	4	2	82
7	AR	3	3	3	4	3	78
8	CA	3	3	3	4	3	78
9	DL	4	3	3	4	3	86
10	DW	3	3	3	3	3	75
11	DWP	3	3	3	3	3	75
12	EK	4	3	3	4	3	86
13	HD	4	3	3	4	4	90
14	IDO	3	3	3	4	3	78
15	MRA Z	3	3	3	4	3	78
16	MA	4	3	3	4	3	86
17	MDF	4	3	3	4	3	86
18	MHF	4	3	3	3	3	82
19	NDR	4	3	3	3	2	78
20	NAD	3	3	3	4	2	75
21	RK	4	3	3	3	2	78
22	RPN	4	3	3	3	3	82
23	RPK	3	3	3	4	3	78
24	RHH	4	3	2	3	3	77
25	RBA	4	4	3	4	3	91
26	AS	3	3	3	4	3	78

27	SA	4	4	3	4	3	91
28	STW	3	3	3	4	2	75
29	SR	3	3	3	3	3	75
30	ZIP	4	3	3	4	2	82

Curup, 30 august 2024

The Rater of writing

Elfa Sihara

APPENDIX 12
RATER LETTER

RATER LETTER

After verifying the rubric for assessing writing descriptive text that will be used in the researcher entitled “The Effect of Clustering Techniques Towards Students’ Descriptive Writing Skills” arranged by:

Name : Elfa Sihara
Nim : 20551018
Study program : English Study Program (TBI)
Faculty : Tarbiyah

With my undersigned:

Name : Meli Kusmaningrum, M.Pd
Institution : IAIN Curup
Position : Dosen Bahasa Inggris

Confirmed that the rubric is correctly used to check students’ descriptive text and the assessment results can be reliably accounted for.

Curup, 26 August 2024

Rater



Meli Kusmaningrum, M.Pd

RATER LETTER

After verifying the rubric for assessing writing descriptive text that will be used in the researcher entitled “The Effect of Clustering Techniques Towards Students’ Descriptive Writing Skills” arranged by:

Name : Elfa Sihara
Nim : 20551018
Study program : English Study Program (TBI)
Faculty : Tarbiyah

With my undersigned:

Name : Ewita
Institution : SMP N 3 Rejang Lebong
Position : Guru Bahasa Inggris

Confirmed that the rubric is correctly used to check students’ descriptive text and the assessment results can be reliably accounted for.

Curup, 26 August 2024

Rater



Ewita, S.Pd

RATER LETTER

After verifying the rubric for assessing writing descriptive text that will be used in the researcher entitled “The Effect of Clustering Techniques Towards Students’ Descriptive Writing Skills” arranged by:

Name : Elfa Sihara
Nim : 20551018
Study program : English Study Program (TBI)
Faculty : Tarbiyah

With my undersigned:

Name : Elfa Sihara
Institution : IAIN Curup
Position : Mahasiswa

Confirmed that the rubric is correctly used to check students’ descriptive text and the assessment results can be reliably accounted for.

Curup, 26 August 2024

Rater



Elfa Sihara

DOCUMENTATION





BIOGRAPHY



The author's name is Elfa Sihara. She was born in Mojorejo, 13 February 2002. She is the second child of Mr. Samat and Mrs. Aminah. She has one sister and one brother. The researcher completed her elementary school education at SD Negeri 08 Rejang Lebong in 2014.

Then, she continued her junior high school at SMP Negeri 19 Rejang Lebong in 2017. She completed her vocational high school education at SMK Negeri 7 Rejang Lebong in 2020. Then, she continued education at the State Islamic Institute (Curup).