

**A THESIS**

**IMPROVING TENTH GRADE STUDENTS' NARRATIVE  
WRITING SKILL AT SMAN 1 BARRU USING  
CLUSTERING TECHNIQUE**



**BY**

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**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC RELIGION INSTITUTE**  
**PAREPARE**

**2026**

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CLUSTERING TECHNIQUE**



**BY**

**RATU FELISHA FITRI  
REG NUM. 2020203888203007**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in  
Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM  
UNDERGRADUATE PROGRAM  
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**2026**

## SUPERVISORY COMMISSION APPROVAL

Thesis Title : Improving Tenth Grade Students' Narrative  
Writing Skill at SMAN 1 Barru Using Clustering  
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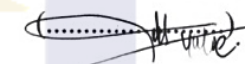
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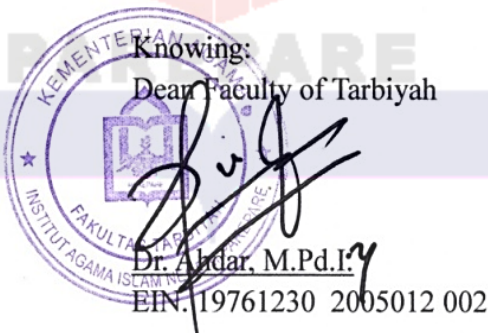
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ  
وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

In the name of Allah, The Beneficent and the Merciful Alhamdulillah Rabbil Alamin. First of all, the writer expresses gratitude to Allah swt., for bestowing his grace, taufik, and guidance, enabling her to complete this thesis as a requirement for obtaining a Bachelor of Education (S.Pd.) degree in the English Education study program at the Faculty of Tarbiyah, State Islamic Institute of Parepare. Shalawat and greetings may always be given to the Prophet Muhammad saw., along with his family and friends.

High appreciation and profusely sincere thanks are due to Nurul Hasanah, M.Pd. as the Principal Supervisor that has patiently guided and given her construction suggestion, motivation and correction to the writer for finishing this thesis.

On this occasion, the writer would also like to thank the parties involved who has provided moral and material support to complete this thesis:

1. Prof. Dr. Hj. Darmawati, S.Ag., M.Pd. as the Rector of IAIN Parepare, who has worked diligently to effectively manage the education at IAIN Parepare
2. Dr. Ahdar, M.Pd.I. as the Dean of Tarbiyah Faculty IAIN Parepare, who has created a positive and harmonious atmosphere for the students and has allowed the writer to conduct research at the Faculty of Tarbiyah.
3. Yulie Asni, M.Pd. as the Chairman of English Program, for her help and guidance in assisting students around the department.
4. Thank to Sir Rosman, S. Pd, M.M. as the Head Master of SMAN 1 Barru, who has allowed and helped to conduct this research.
5. Thank to Miss Herlina, S.Pd, M.Pd. as the English teacher and all of the teacher, and staff of SMAN 1 Barru, who have helped the writer in conducting this research. Specially, for the students in grade E.1 SMAN 1 Barru, the class where

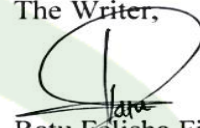
the writer did this research, and thank you very much for the time and attention during the writer conducted this thesis.

6. My deepest gratitude and endless love to my beloved parents, for their countless sacrifices prayers, and unconditional love that have guided me to this achievement. And a very special dedication to my one and only younger brother, Azwad Alief Faturrahman, who has gone too soon. Even though you are no longer here to see this, your memory remains my greatest strength. This milestone is for you, and I hope I have made you proud from heaven
7. To my beloved younger siblings, Muh. Dias Afriansyah, Fatimah Nur Safirah, and Muh. Syafir Saputra. Thank you for your endless support, your cheerful energy, and for always bringing light into my days. The writer also extends the deepest gratitude to all of my beloved extended family members whose names cannot be mentioned individually, for their prayers and constant encouragement throughout this journey.
8. To Delia Fatikasari, S.E, my dear friend and a sister figure. Thank you for being such a significant part of my life, walking with me from the start of this journey to the finish line. Your presence, guidance, and endless support are the very strength that enables me to stand here today.
9. To my beloved best friend, Andi Nadia Furi and Hani Santi, thank you for always providing endless support throughout this journey. The writer also extends gratitude to all other friends whose names cannot be mentioned individually, for their companionship and kind assistance.
10. Ratu Felisha Fitri, *last but not least indeed!*, Myself. The one who wanted to give up so many times, yet chose to hold on. To the self who so often had to be strong, even when there was no chance to feel weak. To the self who keeps walking, even without a place to lean on. Thank you for holding on for those dreams, even though the journey to this point felt so long and exhausting. Today, let me embrace myself and say, 'You have fought so well. Thank you for choosing not to give up.'

The writer acknowledges that there are still many shortcomings mistakes in this thesis. Critique and suggestion are valuable for future improvements, in the hopes that this thesis can be beneficial and serve as a reference in the field of science. Lastly, the writer encourages reader to provide constructive suggestion for the refinements of this thesis.

Parepare, July 6<sup>th</sup> 2026 M  
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## DECLARATION OF THE RESEARCH AUTHENTICITY

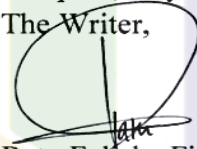
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Stated that she conducted this thesis, if it can be provided that it is copied, duplicated or complied from other people, this thesis and degree that has been gotten would be postponed.

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## ABSTRACT

Ratu Felisha Fitri. *Improving Tenth Grade Students' Narrative Writing Skill at SMAN 1 Barru Using Clustering Technique* (Supervised by: Nurul Hasanah).

This study aims to determine whether the use of the clustering technique can improve the narrative text writing skills of tenth-grade students at SMAN 1 Barru. The primary issue underlying this research was that many students faced difficulties in generating, developing, and organizing their ideas logically and coherently into English compositions.

The research method used was quantitative with a pre-experimental design (*one-group pre-test and post-test design*). The population of this study consisted of all 432 tenth-grade students of SMAN 1 Barru. The research sample was selected using the cluster random sampling technique, which designated class E.1, consisting of 36 students, as the research subjects. The instrument used was a narrative text writing test administered during the pre-test (before treatment) and post-test (after treatment) sessions. The collected data were then statistically analyzed using the data analysis menu (Paired Two Sample for Means) in Microsoft Excel.

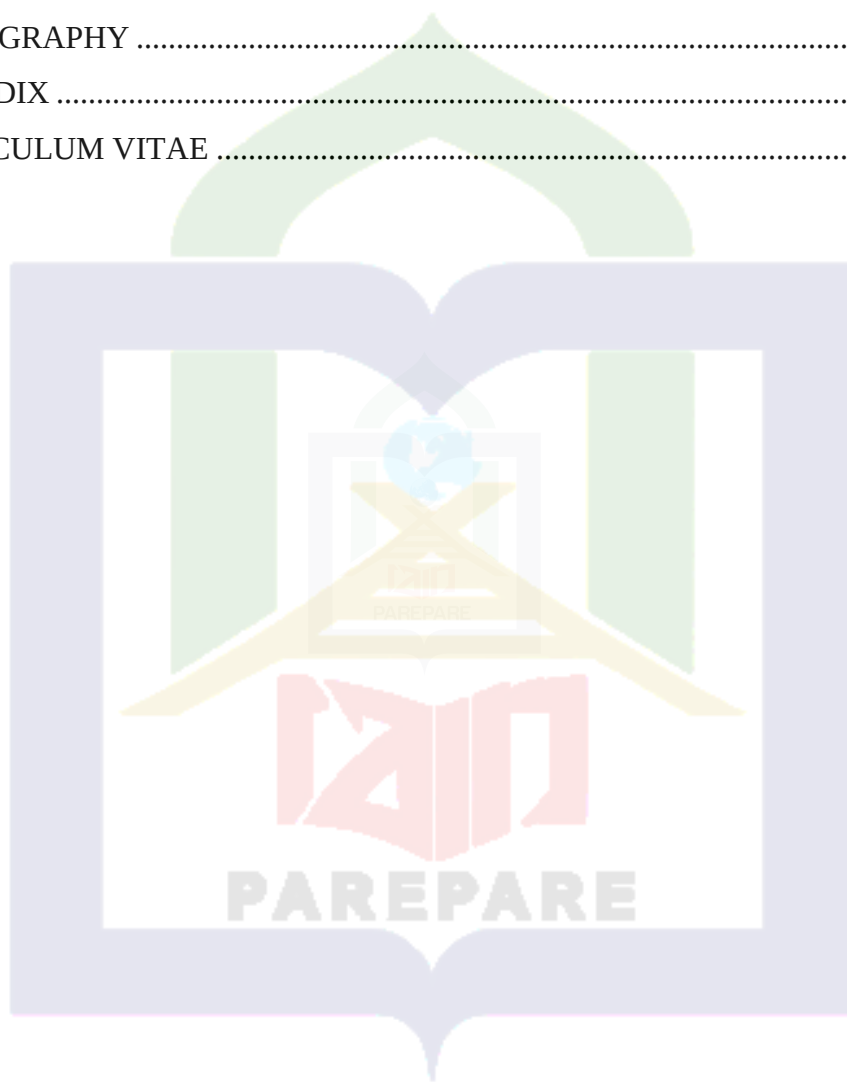
The results of the study showed a highly significant shift in the students' writing proficiency levels. In the pre-test session, the students' mean score was 68.53. After receiving treatment in the form of narrative text writing instruction using the clustering technique, the students' mean score in the post-test significantly increased to 84.00. Based on the statistical analysis using the *Paired Sample T-Test*, a  $t_{\text{value}}$  of -7.402 was obtained with a significance value (p-value) of 0.000 ( $p < 0.05$ ). The absolute  $t_{\text{value}}$  exceeded the  $t_{\text{table}}$  value (2.030) at a 5% significance level, thereby rejecting the null hypothesis ( $H_0$ ) and accepting the alternative hypothesis ( $H_1$ ). This proves that the application of the clustering technique as a pre-writing strategy is significantly effective in improving the narrative text writing skills of tenth-grade students at SMAN 1 Barru.

**Keyword :** *Writing Skill, Narrative Text, Clustering Technique, Pre-writing, EFL Students.*

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## TRANSLITERATION AND ABBREVIATIONS

### A. Transliteration

#### 1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

| Letters | Name | Latin Letters | Name                  |
|---------|------|---------------|-----------------------|
| ا       | Alif | Not Denoted   | Not Denoted           |
| ب       | Ba   | B             | Be                    |
| ت       | Ta   | T             | Te                    |
| ث       | Tsa  | Ts            | te dan sa             |
| ج       | Jim  | J             | Je                    |
| ح       | Ha   | ḥ             | ha (with a dot below) |
| خ       | Kha  | Kh            | ka and ha             |
| د       | Dal  | D             | De                    |
| ذ       | Dzal | Dz            | de and zet            |
| ر       | Ra   | R             | Er                    |
| ز       | Zai  | Z             | Zet                   |
| س       | Sin  | S             | Es                    |

|    |        |    |                        |
|----|--------|----|------------------------|
| ش  | Syin   | Sy | es and ya              |
| ص  | Shad   | ş  | es (with a dot below)  |
| ض  | Dhad   | ḍ  | de (with a dot below)  |
| ط  | Ta     | ṭ  | te (with a dot below)  |
| ظ  | Za     | ẓ  | zet (with a dot below) |
| ع  | ‘ain   | ‘  | Inverted commas up     |
| غ  | Gain   | G  | Ge                     |
| ف  | Fa     | F  | Ef                     |
| ق  | Qaf    | Q  | Qi                     |
| ك  | Kaf    | K  | Ka                     |
| ل  | Lam    | L  | El                     |
| م  | Mim    | M  | Em                     |
| ن  | Nun    | N  | En                     |
| و  | Wau    | W  | We                     |
| هـ | Ha     | H  | Ha                     |
| ء  | Hamzah | ’  | Apostrof               |
| ي  | Ya     | Y  | Ye                     |

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (’).

## 2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

| Sign | Name   | Latin Letters | Name |
|------|--------|---------------|------|
| اَ   | Fathah | A             | A    |
| اِ   | Kasrah | I             | I    |
| اُ   | Dhomma | U             | U    |

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

| Sign  | Name           | Latin Letters | Name    |
|-------|----------------|---------------|---------|
| اَيَّ | Fathah and Ya  | Ai            | a and i |
| اَوَّ | Fathah and Wau | Au            | a and u |

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

## 3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

| Harkat and Letters | Name                  | Letters and Marks | Name             |
|--------------------|-----------------------|-------------------|------------------|
| اَيَّ / اِيَّ      | Fathah and Alif or ya | Ā                 | a and line above |
| اِيَّ              | Kasrah and Ya         | Ī                 | i and line above |

|    |                |   |                  |
|----|----------------|---|------------------|
| يِ | Kasrah and Ya  | Ī | i and line above |
| وِ | Kasrah and Wau | Ū | u and line above |

Example :

مات :māta  
رمى : ramā  
قيل : qīla  
يموت : yamūtu

#### 4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : *rauḍahal-jannahatau rauḍatuljannah*  
الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*  
الْحِكْمَةُ : *al-hikmah*

#### 5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا :*Rabbanā*

نَجَّيْنَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعَمُّ : *nu‘ima*

عُدُو : *aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ي, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : Arabi (not ‘Arabiyyor ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyyor ‘Aly)

## 6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example :

الشَّمْسُ : *al-syamsu* (notasy- syamsu)

الزَّلْزَلَةُ : *al-zalزالah* (notaz-zalزالah)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

## 7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at

the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.  
Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْغُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

### 8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

*Fīzilālal-qur'an*

*Al-sunnahqablal-tadwin*

*Al-ibāratbi 'umum al-lafzlābikhusus al-sabab*

### 9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللهِ : *Dīnullah*

بِالله : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُم فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

## 10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

*WamāMuhammadunillārasūl*

*Inna awwalabaitinwudi‘alinnāsilalladhībīBakkatamubārakan*

*Syahru Ramadan al-ladhīunzilafihal-Qur’an*

*Nasir al-Din al-Tusī*

*AbūNasral-Farabi*

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

*Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)*

*NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)*

## 11. Abbreviations

Some of the standardized abbreviations are:

swt. = *subḥānahūwata‘āla*

|                               |                                                    |
|-------------------------------|----------------------------------------------------|
| saw.                          | = <i>ṣallallāhu ‘alaihiwasallam</i>                |
| a.s.                          | = <i>‘alaihi al- sallām</i>                        |
| H                             | = Hijriah                                          |
| M                             | = Masehi                                           |
| SM                            | = SebelumMasehi                                    |
| l.                            | = Lahir tahun                                      |
| w.                            | = Wafattahun                                       |
| QS .../...: 4                 | = QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4 |
| HR                            | = Hadis Riwayat                                    |
| Some abbreviations in Arabic: |                                                    |
| ص                             | = صفحة                                             |
| دم                            | = بدون                                             |
| صلعم                          | = ﷺ                                                |
| ط                             | = طبعة                                             |
| بن                            | = بدون ناشر                                        |
| الخ                           | = إلى آخرها / إلى آخره                             |
| ج                             | = جزء                                              |

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

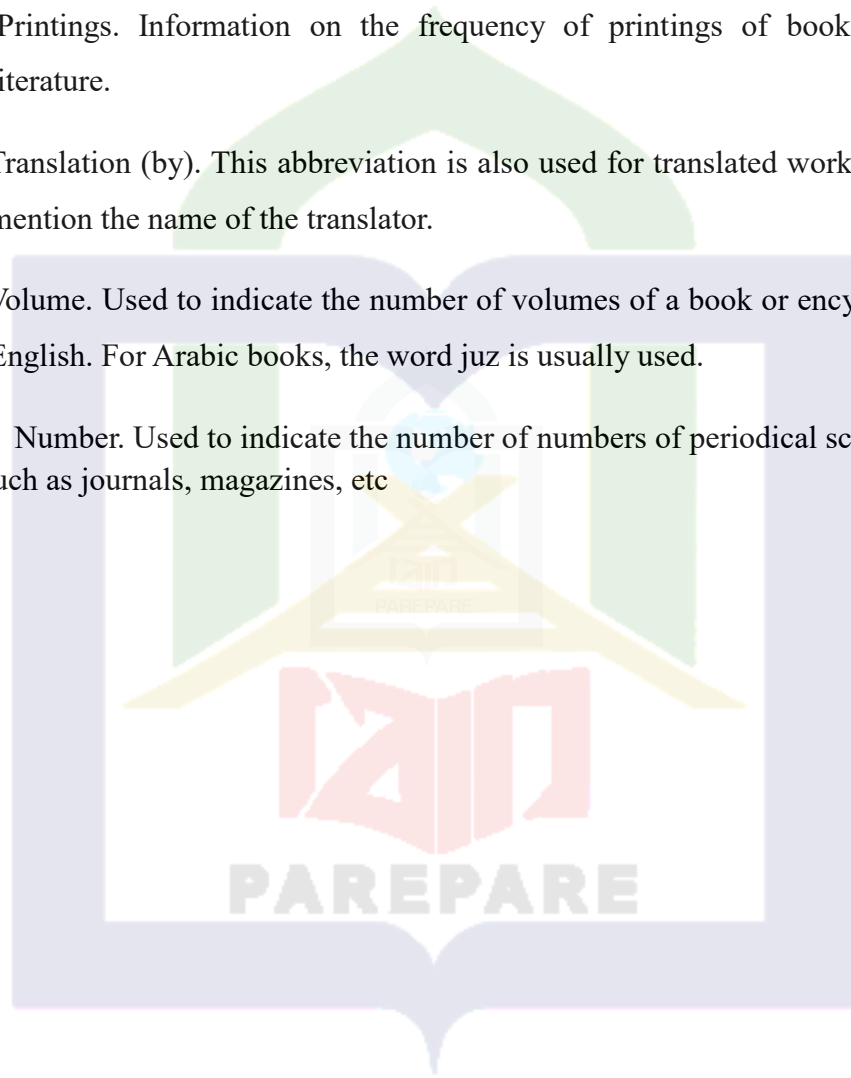
et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc



## CHAPTER I INTRODUCTION

### A. Background

English has long been acknowledged as a quintessential global language that facilitates interpersonal connectivity across diverse cultural and geographical boundaries. Beyond its fundamental role as a primary medium of communication, the language serves as a critical conduit for the exchange of knowledge, the advancement of technological innovation, and the fostering of international collaboration.<sup>1</sup> In the contemporary era, proficiency in the English language has become an indispensable prerequisite for individuals seeking to access global information, pursue advanced educational opportunities, and engage meaningfully in international discourse. Consequently, these developments have necessitated the integration of English as a mandatory subject within the educational curricula of numerous nations, including Indonesia.

Within the Indonesian educational landscape, English is formally integrated into the curriculum as a foreign language across all academic levels. The pedagogical framework is primarily designed to provide students with foundational proficiency in the four core language skills: listening, speaking, reading, and writing. Among these competencies, writing is frequently characterized in academic discourse as the most intricate and demanding skill for learners to acquire and master.<sup>2</sup> Writing requires students to generate ideas, organize thoughts coherently, and express them using correct grammar and vocabulary. According to Hyland, writing is not merely a product but a process that involves several stages such as planning, drafting, revising, and editing<sup>3</sup>.

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<sup>1</sup>Silaban, W. Y., Waruwu, M.L., Barumbu, D.N., & Robot, S. *History of English Become an International Language*. International Journal of Multicultural and Multireligius Understanding, (2023), 10(2), p.45-52.

<sup>2</sup>Rizkiqah, N., &Mulyani, A. *The Use of Clustering Technique to Improve Students' Writing Skill*. Journal of English Language Education and Applied Linguistics, (2022), 8(2), p.87-95.

<sup>3</sup>Hyland, K., *Second Language Writing*. Cambridge University Press. (2022).

This makes writing a cognitively demanding skill that integrates linguistic, psychological, and social aspects.

Writing plays an important role in academic life because it allows learners to express their ideas and communicate knowledge effectively. However, many Indonesian students still face difficulties in writing English compositions. These challenges often arise from limited vocabulary, lack of grammatical mastery, and the inability to organize ideas logically<sup>4</sup>. Furthermore, many students do not have adequate prewriting strategies, causing them to struggle in developing and connecting ideas coherently<sup>5</sup>.

In the context of EFL classrooms, students' struggles in writing are often linked to the teaching methods applied by teachers. Conventional approaches usually focus more on the final product and grammatical accuracy rather than on the writing process itself. Consequently, students perceive writing as a mechanical task rather than a meaningful and creative activity<sup>6</sup>. According to Pratiwi and Istiana Sari (2024), an effective writing instruction should help students explore, organize, and develop their ideas before starting to write. Thus, incorporating appropriate prewriting techniques becomes crucial in improving students' writing performance.

One of the effective prewriting strategies that can be applied in EFL writing classes is the clustering technique. This technique, introduced by Rico, encourages students to generate and connect ideas visually through diagrams, allowing them to map relationships between concepts before writing<sup>7</sup>. The clustering technique not only helps students in brainstorming but also promotes

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<sup>4</sup>Puspita, D. *EFL Students' Writing Challenges and Strategies*. Journal of English Language Teaching and Linguistics, (2021), 6(1), p.123-134.

<sup>5</sup>Ananda, R., & Wahyuni, D. *Developing Students' Prewriting Ability through Graphic Organizer Techniques*. English Education Journal, (2023), 14(1), p.15-27.

<sup>6</sup>Fitriani, S., Yusuf, Y. Q., & Idris, N. *EFL Students' Difficulties in Writing English Composition*. Studies in English Language and Education. (2020), 7(2), p.438-450.

<sup>7</sup>Lestari, D., Budiarti, F., & Juhansar, J. *Utilizing Clustering Technique to Enhance Students' Writing Performance*. English Review: Journal of English Education, (2022), 10(2), p.67-79.

creativity and logical thinking in constructing paragraphs. Several recent studies have demonstrated the effectiveness of clustering in enhancing students' writing ability. For instance, Pratiwi and Istiana Sari found that students' writing scores significantly improved after applying clustering, with 88% of students achieving the minimum mastery level<sup>8</sup>. Similarly, Simorangkir, Manihuruk, and Siahaan revealed that clustering contributed to higher writing scores and better organization of ideas compared to conventional methods<sup>9</sup>.

In accordance with the preliminary observations conducted at the research site, specifically involving tenth-grade students in class E.1, it was identified that learners continue to encounter significant challenges in both the generation and structural organization of their ideas. Empirical data reveals that a mere 32.85% of the student population attained scores within the 61 to 80 range, a statistic which underscores that the majority of students have not yet attained the anticipated level of writing competency. These findings highlight a critical need for an instructional technique capable of stimulating effective idea development and enhancing the coherence of student compositions. Consequently, this study aims to implement the clustering technique as an alternative pedagogical strategy to substantively improve the writing proficiency of tenth-grade students at the institution.

## **B. Problem Statement**

Based on the background, it appears that a large number of students at SMA Negeri 1 Barru still face difficulties in developing their writing skills. This number remains larger compared to the students who demonstrate good writing skills. Therefore, the researcher intends to offer a solution to improve their

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<sup>8</sup>Pratiwi, A., & Istiana Sari, R. *The Implementation of Clustering Technique in Writing Descriptive Text*. English Journal of Unisri, (2024). p.44-53.

<sup>9</sup>Simorangkir, R., Manihuruk, M., & Siahaan, A. *The Effect of Clustering Technique in Teaching Writing Recount Text at SMA Negeri 3 Pematangsiantar*. Journal Pendidikan dan Pembelajaran. (2022). 12(1), p.30-38.

writing skills through the use of clustering technique. Thus, the researcher formulated the following research question:

**Is the use of clustering technique able to improve the writing skills of tenth grade students at SMA Negeri 1 Barru?**

### **C. Objective of the Research**

The purpose of this study was to examine the effect of clustering techniques in improving the writing skills of tenth grade students at SMA Negeri 1 Barru.

### **D. Significance of the Research**

The findings of this study are anticipated to provide valuable insights for English educators, particularly regarding pedagogical approaches to writing instruction for tenth-grade students. Furthermore, it is expected that this research will foster student engagement, thereby enabling them to cultivate creative ideas and construct well-structured English compositions more effectively.

Beyond its immediate classroom application, this study serves several broader academic purposes. For curriculum developers, the results may serve as a foundational reference for refining and enhancing teaching methodologies within the senior high school context. Additionally, this work is intended to function as a pertinent resource for future researchers exploring innovative strategies in writing pedagogy. Ultimately, this research aims to offer a meaningful contribution to the ongoing advancement of the educational landsca.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Several previous studies have investigated the use of clustering technique as a strategy to improve students' writing skills, showing generally positive results. For instance, a study conducted by Sari at SMA Negeri 4 Palembang demonstrated that the use of clustering in teaching descriptive texts helped students generate ideas more efficiently and organize them more clearly.<sup>10</sup> Students in the experimental group produced more coherent and structured texts than those taught using traditional methods. Similarly, Wahyuni explored the implementation of clustering in narrative writing and found that students were not only able to develop a logical story structure but also showed improvement in their use of action verbs and time expressions, which are essential in narrative writing.<sup>11</sup>

Rahman highlighted the technique's ability to enhance students' coherence across paragraphs by helping them visually connect their supporting ideas to the main point.<sup>12</sup> His study also found that the clustering technique was particularly effective for students who struggled with writing, as it simplified the brainstorming process and served as a cognitive scaffold. Another relevant study by Nurhaliza, conducted at SMA Negeri 1 Gowa, focused on expository texts.<sup>13</sup> It revealed that students were better at constructing logical arguments after using the clustering technique because it allowed them to map out cause-effect relationships and organize their supporting evidence systematically. Yuliana also

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<sup>10</sup>Sari, R., *Improving Descriptive Writing through Clustering technique at SMA Negeri 4 Palembang*, Skripsi Universitas Sriwijata, (2021).

<sup>11</sup>Wahyuni, A., *The Use of Clustering Technique in Teaching Narrative Texts*, Journal of English Language Teaching, (2020), Vol 8 No2, p.75-82.

<sup>12</sup>Rahman, M., *Clustering Technique to Improve Students' Writing Skill*, Jurnal Pendidikan Bahasa, (2022), Vol 10 No1, p.45-53.

<sup>13</sup>Nurhaliza, S., *The Effectiveness of Clustering in Teaching Expository Writing*, Tadriss Bahasa Inggris, (2023), Vol 11 No3, p.115-123

emphasized how clustering boosts students' creativity and reduces writing anxiety, helping them feel more confident in expressing their ideas.<sup>14</sup>

These previous studies share several common findings. First, they all acknowledge that clustering positively influences students' ability to plan and structure their writing. Second, the technique improves textual coherence, helping students logically connect their ideas from one paragraph to another. Third, it serves as a useful tool for organizing thoughts during the pre-writing stage. However, there are also notable differences. The types of texts analyzed vary across studies, including narrative, descriptive, and expository texts. Each text type involved different writing structures and language features, which affects how clustering is applied. Moreover, differences in research duration, teaching methods, and student demographics contribute to the variation in findings.

In addition, the researcher concluded that in teaching and learning process, the teachers have to make the students interested in material. The teachers must create a good atmosphere or variety of techniques in teaching English particularly teaching writing skills. The using of clustering technique in the classroom can be effective way and also improve the students' narrative writing skill. They can express their ideas easily because it is an interesting technique. It has good impact to the students' knowledge of English writing skill. Moreover, the researcher agreed with using clustering technique can improve the students' participation in classroom.

## **B. Theories Review**

### **1. Writing**

#### **a. Concept of Writing**

Writing constitutes one of the four fundamental language skills, alongside listening, speaking, and reading. Through the medium of writing,

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<sup>14</sup>Yuliana, D., *Reducing Writing Anxiety through Clustering Technique*, Jurnal Ilmiah Kependidikan, (2019), vol 5 No.2, p.22-30

individuals possess the capacity to articulate ideas, emotions, perspectives, and information in a permanent format, thereby transcending the inherent constraints of time and space. Furthermore, the significance of writing extends beyond strictly academic contexts, as it serves as a vital instrument in the realms of science, culture, and the systematic acquisition of knowledge across various linguistic and disciplinary boundaries.

Academic discourse offers various perspectives on the conceptualization of writing. Nirwana and Abd. Rahim Ruspa define writing as the process of articulating ideas through written text to facilitate the transmission of information to a target audience.<sup>15</sup> Extending this definition, Indra Nugrahayu Taufik characterizes writing as a fundamental component of a communication system; it involves the translation of thoughts, emotions, and concepts into graphic language symbols, serving as a structured mechanism for recording and disseminating messages within a linguistic framework.<sup>16</sup>

These observations demonstrate that writing functions not merely as a medium for the expression of individual thought, but as a critical instrument for the preservation of information, thereby enabling the sustainment of communication across the dimensions of both time and space. Furthermore, writing demands careful organization of ideas, clarity of expression, and the ability to adapt messages to the intended audience, making it a complex but essential skill in both academic and everyday contexts. Mastery of writing skills is crucial, as it enables individuals to participate more effectively in educational, professional, and social environments.

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<sup>15</sup>Nirwana and Abd. Rahim Ruspa, "Kemampuan Menulis Karya Tulis Ilmiah Mahasiswa Prodi Informatika Univ. Cokroaminoto Palopo," *Jurnal Onoma: Pendidikan Bahasa dan Sastra*, Vol.6, no.1 (2020).

<sup>16</sup>I. N. Taufik, "Kajian Kesulitan Belajar Menulis dan Siswa Kelas III SDN 2 Cihalum, Kec. Kertasari, Kab. Bandung," *Jurnal Pendidikan Bahasa dan Sastra Indonesia* vol.1, no.1 (2014).

In a similar vein, Saleh Abbas posits that writing is the capacity to articulate ideas, perspectives, and emotions to others through the medium of written language.<sup>17</sup> Complementing this, Suparno and Mohamad Yunus characterize writing skills as a multifaceted act of communication that utilizes written language as its primary instrument. This process necessitates the presence of several key elements: the writer acting as the sender, the message as the content, the medium as the channel, and the reader as the intended recipient.<sup>18</sup> Collectively, these definitions underscore that writing is a purposeful, structured communicative endeavor that demands both technical proficiency and the ability to adapt content effectively to specific audiences.

In the Indonesian educational context, writing in English is often perceived as difficult due to several factors, such as limited vocabulary, lack of grammar mastery, and lack of practice. Hayati notes that students often struggle to start writing because they are not sure how to begin and what to write.<sup>19</sup> To overcome these challenges, educators are encouraged to implement effective teaching strategies that can encourage students' writing skills.

This includes fostering a positive writing environment where students feel comfortable making mistakes and learning from them. Additionally, promoting writing as a creative and enjoyable activity, rather than a stressful task, can help alleviate students' anxiety. By incorporating engaging and contextually meaningful activities, such as writing about

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<sup>17</sup>Saleh Abbas, *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar* (Jakarta: Departemen Pendidikan Nasional, 2016).

<sup>18</sup>Suparno and M. Yunus, *Keterampilan Dasar Menulis* (Jakarta: Departemen Pendidikan Nasional, 2009).

<sup>19</sup>Hayati, "Penerapan Teori Belajar dan Desain Instruksional Model pada Keterampilan Menulis Bahasa Inggris," *Jurnal Ilmiah Universitas Batanghari Jambi* vol.17, no.1 (2017), p.185

personal experiences or current events, educators can inspire students to write more confidently and purposefully

One such strategy is the use of contextualized teaching and learning (CTL), which links writing tasks to real-life contexts, thus making the tasks more meaningful to students. This approach has been shown to increase students' motivation and engagement in writing activities. In addition, incorporating collaborative writing activities, such as peer review and group writing tasks, can help students develop their writing skills through interaction and feedback.<sup>20</sup>

In conclusion, writing is an essential skill in English education that enables students to communicate effectively and express their thoughts coherently. Developing writing proficiency requires a comprehensive approach that includes teaching writing strategies, providing meaningful writing tasks, and creating a supportive learning environment.

#### **b. Kind of Writing**

Within the context of English as a Foreign Language (EFL) instruction, writing skills can be categorized into various types, differentiated by their underlying purpose and situational context. This systematic classification serves as a crucial framework for educators, enabling the development of tailored pedagogical strategies that effectively address the specific learning needs and academic requirements of their student.

##### **1) Functional Writing**

Functional writing includes writing activities done for everyday communication purposes, such as writing short messages,

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<sup>20</sup> OktavianusSinaga, ElfridaDamanik, and D. P. Sianipar, "MeningkatkankemampuanSiswaMelaluiKonsepMenulis Kata dalamBahasaInggris di UPTD SD Negeri 122377 Beru-Beru," *JurnalpengabdianKepadaMasyarakat* vol.2, no.2 (2023), p.100

emails, or notes. This type of writing is usually direct and practical, with a focus on conveying information clearly and efficiently.

## 2) Academic Writing

Academic writing involves writing essays, reports, and research papers that require clear structure, logical argumentation, and the use of formal language. This type of writing aims to develop students' critical and analytical thinking skills.

## 3) Reflective Writing)

Reflective writing is a writing process that involves introspection and analysis of personal experiences. This type of writing assists students in developing self-awareness and a deeper understanding of their own learning.

The three types of writing are complementary and important in the overall development of students' writing skills. The implementation of these different types of writing in the curriculum can improve students' written communication skills in a variety of contexts.

### c. Forms of Writing

Writing formats can be systematically categorized into three distinct parts, as follows:

#### 1) Sentence Form

The sentence serves as the fundamental unit of written language, a characteristic that transcends linguistic boundaries and applies universally beyond the English language alone. As the most elementary component of written communication capable of functioning independently, sentences are classified into several distinct types, which are outlined as follows:

#### a) Simple Sentences

A simple sentence is defined as the fundamental unit of structure containing a single independent clause, comprising a subject and a predicate. It serves as an optimal linguistic choice for articulating straightforward factual statements, simple assertions, or concise definitions. When the communicative intent is to emphasize specific characteristics or purposes such as declaring "this possesses a particular quality" or "this action ought to be performed" the simple sentence functions most effectively. Illustrative examples include the following:

- (1) Federal desegregations of school begins in 1945
- (2) Dancing in one of the seven lively arts
- (3) Snowmobiles ought to be prohibited

#### b) Complex Sentences

A complex sentence is characterized by the integration of at least one dependent clause alongside an independent clause, thereby offering an optimal structure for the articulation of sophisticated or multifaceted thoughts. A dependent (or subordinate) clause is defined as a grammatical unit containing both a subject and a verb; however, it lacks the functional autonomy required to stand as a complete sentence independently. By using simple sentences, you can show all kinds of complicated relationship between ideas. For example:

- (1) Although many people still believe that a good education is essential for economic success in our society it really or it could have been written.
- (2) In spite of what most people believe, a good education is really not necessary for economic success in our society.

### c) Compound Sentences

A compound sentence is not similar to the complex one in the way it works and look what there are no need to worry a great deal about the distinction simply, it is this: A complex sentence incorporates one independent clause joined with one or more dependent clauses, whereas a compound sentence consists of two or more independent clauses linked by a coordinating conjunction or a semicolon. This distinction is critical in academic writing, as the strategic use of these structures allows for greater clarity and sophistication when expressing nuanced relationships between ideas. We use to joint independent statement and ideas, and the kind of joining signal we use frequently tells us what the relationship of those statements is. Here are some typical compound sentences.

- (1) The candidate must find sources of money, or she will have to give up her campaign.
- (2) The combination of sedative and alcohol is deathly; yet people are looking for thrill continuous to fix them.
- (3) The first function of scientist is research: they are teachers only incidentally.

However, research shows that students often have difficulties in writing compound sentences correctly. For example, Ramadhianti found that the most common error made by students was run-on sentences, which is the joining of two clauses without appropriate punctuation or conjunctions, with the percentage of errors reaching 63.3%.<sup>21</sup>

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<sup>21</sup>A. Ramadhianti, "An Analysis of Grammatical Errors in Students' Sentence Structure," *Journal STKIP PGRI Tulungagung*, (2024).

Another study by Sari, Syarif, and Amri showed that students' ability to write compound sentences was at a moderate level.<sup>22</sup> They suggested the need for more intensive practice and more focused teaching on compound sentence structure to improve students' writing ability.

In the writing process, writers often start with a general idea and write sentences according to a pattern that feels natural. However, it is important for writers to consciously choose appropriate sentence patterns to convey ideas effectively. After writing the initial draft, writers are advised to review the sentences they have written and make revisions by considering a variety of sentence structures, including the use of compound sentences, to achieve the desired communication effect.

## 2) Paragraph Form

According to *Mind the Graph*, a paragraph is defined as a cohesive collection of sentences that articulate a single, central idea in a clear and highly structured manner.<sup>23</sup> Meanwhile, Neliti mentions that a good paragraph has one main idea and several supporting sentences that are interconnected.<sup>24</sup>

In writing paragraphs, one of the important roles of paragraphs is: one topic in the same paragraph, the recipient becomes confused. He will also move on to the second paragraph. He expects something different, no longer about the same topic.

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<sup>22</sup>N. Sani, dan Z. Armi, *Students' Ability in Using Compound Sentences in Writing Recount Text*, Atlantiss Press, (2019).

<sup>23</sup>Mind the Graph, "Write Like A Pro: Explore The Magic OfAn Academic Paragraph," *Mind the Graph*, (2023).

<sup>24</sup>Assessing Paragraph Development of Indonesian Students," *Neliti*, 2020, diakses 12 Mei 2025.

### 3) Composition

Composition in academic writing refers to the process of organizing words into sentences, sentences into paragraphs, and paragraphs into a whole piece of writing such as an essay or narrative. This arrangement is very important in producing a systematic and easy-to-understand written work. A common composition structure consists of an introduction, body, and conclusion, where each part must be interrelated and support one main idea.

Composition relies not only on grammar, but also on the selection of ideas, the development of arguments, and the effective delivery of messages. In this case, writing skills are closely related to critical thinking and understanding the writer's socio-cultural context.<sup>25</sup> Good academic writing is characterized by three main aspects: unity - each paragraph addresses one main idea; coherence - ideas are presented in a coherent and interconnected manner; and emphasis - important ideas are strategically placed.<sup>26</sup>

The communicative approach in learning English places writing skills as a medium to develop the ability to communicate in writing. In this case, writing is considered as a communicative task that encourages students to express ideas with effective language structures and according to the purpose of communication.<sup>27</sup>

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<sup>25</sup>Z. Arifin, "Academic Writing Skills for University Students," *Jurnal Pendidikan Bahasa*, 9, no.2 (2018), p.112

<sup>26</sup>A. Prasetyodan T. Riyadi, "The Importance of Coherence and Cohension in Academic Writing," *Journal of English Language Studies*, 5, no.1, (2020), p.45

<sup>27</sup>Puspita, A. D., *Model Pendekatan Komunikatif dalam Pembelajaran English Syntax*, (2022).

#### d. Types of Text

In English language learning, texts can be classified into several types based on their purpose and writing structure. Understanding these text types is important to help students develop effective writing skills.<sup>28</sup>

##### 1) Procedures

Procedure texts are generally categorized into two main types: how-to make something and how to do or use something.

##### 2) Recounts

Recount texts are broadly classified into three main types: personal recount, factual recount, and imaginative recount.

##### 3) News Item

News item texts are a type of news reporting that focuses on a single, newsworthy event, providing readers with key details like what, when, where, who, and why.

##### 4) Narrative

Narrative texts are stories, whether fictional or non-fictional, that use language to tell a sequence of events, often with a beginning, middle, and end. They can be further categorized by their style, structure, and content.

##### 5) Description

Descriptive texts can be categorized into different types based on what they describe. These include: describing a process, an event, a personality, an object, or a place.

##### 6) Explanation

Explanation texts are broadly categorized into sequential explanations, which explain how something works or happens in a step-by-step

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<sup>28</sup>Ali, Syahban. M. Reading, Must be Fluent! Edited by Hasanah, Nurul, Eureka Media Aksara, 2022.

manner, and causal explanations, which explain why something occurs.

#### 7) Reports

Report texts are a type of non-fiction writing that provides factual information about a specific topic, often based on observation or research.

#### 8) Analytical Exposition

Analytical exposition texts are persuasive essays that present an argument on a topic, aiming to inform and convince the reader of the writer's perspective.

#### 9) Hortatory Exposition

Hortatory exposition texts are a type of argumentative writing that aims to persuade the reader to take a specific action or believe something.

#### 10) Reviews

Text reviews, also known as reviews or critiques, come in various forms, each serving a specific purpose. Broadly, they can be categorized as narrative and systematic reviews.

#### 11) Discussion

Discussion texts present a balanced argument on a topic, exploring both sides of an issue with evidence and examples.

All of these text types play an important role in developing students' writing skills. By understanding the characteristics and structure of each text type, students can choose the right approach according to their writing goals.

### e. Components of Writing

Anthony Green serves as a professor of language assessment and currently holds the position of director at the Centre for Research in English Language Learning and Assessment (CRELLA) at the University

of Bedfordshire, United Kingdom. Drawing upon his extensive professional background as an educator, test developer, and examiner, he has made significant scholarly contributions to the advancement of language assessment theory and practice.<sup>29</sup> He mentions six main components that are significant in assessing writing skills.

1) Content

The relevance, depth, and clarity of ideas expressed. The writing address the prompt effectively and develop ideas thoroughly.

2) Organization

The logical structure and coherence of the writing. This includes paragraphing, transitions, and the overall flow of ideas.

3) Vocabulary

The accuracy and complexity of sentence structures, verb forms, agreement, and other grammar-related elements.

4) Language Use

The range, appropriateness, and precision of word choice. Effective writing demonstrates flexibility and control of vocabulary suitable to the topic and audience.

5) Mechanics

Correct use of spelling, punctuation, and capitalization. This helps ensure the writing is clear and professional.

6) Task Fulfillment/Genre Appropriateness

The extent to which the writing meets the expectations of the given genre or task type (e.g., argumentative essay, letter, report).

Meanwhile, according to Brown & Abeywickrama, there are five essential components of writing:

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<sup>29</sup>Sara Cushing Weigle, *Assessing Writing* (Cambridge : Cambridge University Press, 2014), p.102.

1) Content

Refers to the main ideas and the development of relevant and well-supported arguments or narratives.

2) Organization

Concerns the logical arrangement of ideas, including clear paragraphing and cohesive flow.

3) Vocabulary

Focuses on the appropriate and varied use of words suitable for the writing context.

4) Language use (Grammar)

Involves the correct use of sentence structures, grammar rules, and word forms.

5) Mechanics

Deals with technical aspects such as spelling, punctuation, and capitalization.

**f. Writing Process**

The term "writing process" has been a longstanding fixture within English as a Second Language (ESL) pedagogical frameworks, primarily representing a process-oriented approach to writing instruction. The fundamental rationale behind this paradigm is to avoid treating the act of writing as entirely distinct from the resulting written product; instead, it aims to guide students through the recursive stages of composition.<sup>30</sup>

1) Planning (Pre-writing)

Prewriting encompasses any classroom activity specifically designed to motivate and prepare students for the act of composition. This phase functions as a catalyst for cognitive engagement,

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<sup>30</sup>Anthony Seow, "The Writing Process and Process Writing," dalam *Methodology in Language Teaching: An Anthology of Current Practice*, ed. Jack C. Richards dan Willy A. Renandya (Cambridge: Cambridge University Press, 2002), 315–320

effectively transitioning students from the initial inertia of a blank page toward the active generation of tentative ideas and the systematic gathering of information necessary for the writing process. While Richmond states that we all recognize that the pre-writing techniques we commonly use are important steps we take in shaping good writing, we also understand that the usefulness of those techniques varies from person to person. For example, in Richmond, Amber had help from brainstorming for her paper, Kim found this technique less helpful in her writing process and preferred to outline what she wanted to argue. Katrice swears by questions, Ben lives by grouping and Renita enjoys free writing before she starts all her papers. Sometimes these techniques blend together; other times, they work well on their own. Therefore, we find it necessary to point out various prewriting techniques that stymied writers can use to start their papers off on the right foot

## 2) Drafting

The planning stage constitutes the initial phase of the writing process, where the foundation for the eventual composition is established. Following this, the drafting phase allows for rapid production, during which the writer prioritizes fluency and the flow of ideas over immediate concerns regarding grammatical precision or the aesthetic presentation of the text. A critical dimension of effective writing is the writer's capacity to visualize the intended reader. While classroom writing is frequently directed toward the instructor, students should be encouraged to conceptualize diverse audiences such as peers, classmates, pen pals, or family members. Developing an awareness of the audience is essential, as it dictates the appropriate stylistic approach, while clearly identifying the primary idea to be

conveyed provides the necessary direction and focus for the writing endeavor.

The introduction to a subject varies significantly depending on the chosen genre whether narrative, expository, or argumentative and may be effectively launched through an engaging opening statement, a compelling analogy, or a clear statement of purpose. These strategies serve as vital cues during the drafting stage; once the initial momentum is established, the writing task often becomes more fluid, allowing the writer to disengage from the pressures of initiation and become fully immersed in the creative and analytical act of composition.

### 3) Revising

During the revision phase, students revisit their work in light of feedback received during the responding stage. This process involves a critical re-examination of the text to assess how effectively the intended meaning has been conveyed to the audience. It is important to distinguish revision from editing; while the latter focuses on surface level language errors, revision is a more profound process aimed at enhancing the global content and ensuring that the writer's original intent is articulated with greater clarity and impact.

Peer review represents another highly effective strategy for revision, wherein students collaborate by reading and evaluating each other's drafts prior to the finalization of their work. This collaborative process encourages students to listen critically to their own prose, fostering a heightened state of awareness that prompts a deeper re-evaluation of their ideas. As writers hear their work read aloud, latent ambiguities often dissipate, rendering their intended meanings more transparent and making the revision process a more intrinsically motivating and voluntary endeavor. Alternatively, students may record

themselves reading their own texts. By listening to these recordings and utilizing the playback and pause functions, students can engage in a reflective, iterative process, providing them with the necessary space to identify and implement productive revisions to their drafts.

#### 4) Editing

At this final stage, teachers guide students in refining their texts in preparation for evaluation. During this phase, students engage in editing either their own work or that of their peers to address surface level concerns, including grammar, spelling, punctuation, vocabulary (diction), sentence structure, and the technical accuracy of supporting materials, such as citations and quotes. By delaying formal editing until this late juncture, the pedagogical process ensures that the focus on mechanics does not prematurely interrupt the creative flow of ideas that is so essential during the earlier drafting and revision stages.

It is important to recognize that while students may not possess the expertise to identify and rectify every error, they should be encouraged to apply their best efforts toward editing as a standard practice before each submission. Engaging in this stage of the writing process becomes a meaningful exercise when students perceive the inherent link between meticulous editing and their personal goals; ultimately, it is a vital component of ensuring that their writing is communicated to the audience with maximum clarity and conciseness.

## 2. Narrative Text

### a. Definition of Narrative Text

Narrative text is one of the text types that aims to entertain the readers through a story that contains a sequence of events or experiences, either factual or fictional. According to Astuti, a narrative text tells about events that are organized chronologically and are intended to amuse,

entertain, or teach moral values to the readers<sup>31</sup>. Similarly, Pratiwi explains that narrative text presents a story focusing on the development of a sequence of actions that lead to a resolution<sup>32</sup>. It generally uses the past tense and focuses on individual or imaginative experiences. Narrative text, therefore, plays a vital role in language learning because it helps students to express their ideas creatively and logically in written form.

In Indonesia, narrative text is taught in junior and senior high schools as part of the English curriculum. The Indonesian Ministry of Education emphasizes that learning narrative text can develop students' ability to express ideas in written form creatively and communicatively. Research conducted by Sari and Rahman found that teaching narrative text helps students improve their writing ability, particularly in organizing ideas and using correct grammar<sup>33</sup>. Similarly, stated that the use of narrative text in classroom activities enhances students' motivation and confidence in writing. Therefore, narrative text plays an essential role in promoting communicative competence and creativity among EFL students.

#### **b. Purpose and Fuction of Narrative Text**

The main purpose of a narrative text is to entertain the readers or listeners and to convey moral messages behind the story. It also functions as a means to develop students' writing competence, especially in expressing ideas through a structured story. In the context of English as a Foreign Language (EFL) learning, narrative texts are often used as a tool for teaching writing since they encourage students to organize ideas

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<sup>31</sup>Astuti, R. *Improving Students' Writing Skill through Narrative Texts*. Journal of English Education, (2021), 8(2), p.145

<sup>32</sup>Pratiwi, D. *An Analysis of Students' Difficulties in Writing Narrative Text*. Indonesian Journal of EFL Research, (2020), 7(2), p.112.

<sup>33</sup>Sari, M., & Rahman, A. *Enchancing Writing Skills through Narrative Texts among Indonesian Senior High School Students*. ELT Forum. (2023) p.55.

coherently and to use appropriate language features such as verbs, adjectives, and connectives. Through writing narrative texts, students learn how to construct sentences, build paragraphs, and express emotions, imagination, and logic in their writing.

**c. Generic Structure of Narrative Text**

A narrative text generally consists of four main parts: orientation, complication, resolution, and sometimes reorientation or coda. The orientation introduces the characters, setting (time and place), and the initial situation of the story. The complication presents the main problem or conflict faced by the characters. The resolution provides how the characters solve the problem, and the reorientation gives a closing statement, reflection, or moral lesson. This structure helps students to organize their ideas clearly and logically when composing a narrative text.

**d. Language Feature of Narrative Text**

Narrative text has several distinctive language features that differentiate it from other text types. Narrative texts commonly use simple past tense to describe past events, action verbs to show activities, time connectives such as then, after that, and before, and adjectives to describe characters and settings. Moreover, it often employs direct and indirect speech to make the story more engaging and realistic. These linguistic elements not only make the story coherent but also enhance students' understanding of grammatical aspects in English writing.

**Example of Narrative Text**

The Ant and the Grasshopper

Once upon a time, in a green field, there lived an ant and a grasshopper. The ant worked hard every day collecting food, while the grasshopper spent his time singing and playing. When winter came, the ant had plenty of food, but the grasshopper had nothing to eat. The

grasshopper begged the ant for food, and the ant reminded him of his laziness during summer. The grasshopper promised to work harder next time.

Orientation: introduces the ant and the grasshopper in the field.

Complication: the grasshopper does not prepare food for winter.

Resolution: the grasshopper suffers hunger and learns a lesson.

Reorientation: moral value — hard work pays off.

This example illustrates the basic structure and language features of a narrative text, such as the use of the past tense (“lived,” “worked,” “spent”), time connectives (“once upon a time,” “when winter came”), and moral value at the end.

### 3. Clustering

#### a. Concept of Clustering

Clustering stands out as one of the most effective prewriting activities for establishing focus and discovering natural organizational patterns within a project. The technique derives its name from the act of grouping related concepts around a central topic, much like grapes clustered around a stem. By encouraging the spontaneous association of ideas without the constraints of immediate structure, clustering fosters creative thinking and reveals nuanced connections between thoughts that might otherwise remain overlooked. Originally developed by Gabrielle Lusser Rico, this method is designed to engage both the logical and intuitive faculties of the brain.<sup>34</sup> Similar to brainstorming or free association, clustering provides a flexible entry point that allows writers to begin the creative process even before they have fully formed ideas.

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<sup>34</sup>Gabrielle Lusser Rico, *Writing the Natural Way: Using Right-Brain Techniques to Release Your Expressive Powers* (Los Angeles: Jeremy P. Tarcher, 1983)

Although clustering and mind mapping are visually similar, they have distinct differences. Mind mapping often involves a more hierarchical or organized structure, where subtopics branch logically from a central idea, usually with a clear purpose or outline in mind. In contrast, clustering is more fluid and intuitive; it prioritizes idea generation over structure and allows for looser, less linear connections. Clustering is about discovering patterns through free association, while mind mapping tends to impose order from the beginning.

According to Tomlinson, clustering serves as a valuable strategy for transforming rough notes into a coherent plan of action by visually mapping the relationships between ideas. This method not only clarifies the connections among various thoughts but also suggests logical organizational patterns that can effectively structure the subsequent writing.<sup>35</sup>

Meanwhile, Siegel posits that clustering functions as a cognitive strategy to temporarily quiet the analytical left brain, thereby enabling the intuitive right brain to generate a unique, holistic overview of a subject. While the methodology is straightforward, its efficacy is contingent upon strictly adhering to its foundational principles.<sup>36</sup>

Richmond further reinforces these perspectives, noting that clustering serves as a highly effective prewriting strategy for generating paper topics, particularly for those who learn through visual stimuli.<sup>37</sup> While it shares the unrestricted nature of brainstorming, inviting the writer to explore random ideas, clustering offers a distinct advantage by

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<sup>35</sup>Tomlinson, *English as a Global Language: Its Historical Past and Its Future*, Universitas Negeri Malang, (2009).

<sup>36</sup> Siegel, *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*, Urbana: National Council of Teachers of English, (2005).

<sup>37</sup>Richmond, *Writing in the Disciplines: A Reader and Rhetoric for Academic Writers*, New York: Longman, (2003).

requiring the writer to visually map major topics and their associated sub-topics. This structural mapping provides writers with a clear framework, allowing them to better visualize and understand the complex relationships between their various ideas.

Clustering is a nonlinear technique that involves connecting various words or phrases to a core, central idea. The resulting output, known as a cluster diagram, functions in much the same way as a mind map or concept map. By visually representing these associations, this method serves as an excellent tool for exploring the structure of a broad subject, while also offering versatile utility for various other creative and analytical purposes.

Building on the definitions previously established, this research concludes that the clustering method provides essential support for students in constructing and organizing their ideas, even when they initially lack a clear direction. By serving as a visual catalyst, clustering enables students to engage in self-reflection and more effectively formulate their central the.

#### **b. Procedure of Clustering**

According to the guidelines established by York University, the clustering technique is systematically categorized into four distinct phases: review, analyze, organize, and plan.<sup>38</sup>

##### **1) Review**

- a) The researcher initiates the process by documenting the central topic or research question at the center of a blank page, or alternatively, by arranging all preliminary notes on a flat surface to gain a comprehensive overview of the material. As intellectual associations regarding the subject emerge, it is essential to

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<sup>38</sup> York University, "Pre-Writing Strategies: Organizing Notes," diakses 22 Mei 2025, <https://www.yorku.ca/tutorial/prewriting/organizing.html>.

immediately record these words or phrases and delineate them with circles; this practice effectively generates a cluster of peripheral ideas surrounding the central concept, which should subsequently be highlighted with a prominent, heavy circular boundary to ensure thematic focus.

- b) The researcher must critically evaluate their existing pre-writing notes by identifying and highlighting content that is substantively relevant while simultaneously striking out information deemed extraneous. In instances where the process commences with a free-writing exercise, this rigorous review stage ensures that the final output is distilled into a refined, coherent list of ideas that are directly pertinent to the research objective topic.

## 2) Analyse

### a) Identification of Patterns and Interconnections

The analytical phase necessitates a comprehensive examination of ideas to discern underlying similarities, thematic patterns, and logical interconnections. Researchers are encouraged to transition systematically between individual concepts while simultaneously evaluating the broader conceptual framework to identify latent relationships that might not be immediately apparent.

### b) Graphic Representation of Conceptual Relationships

To articulate these findings effectively, it is recommended to employ visual mapping techniques, such as the use of circles and connecting lines, to illustrate the structural relationships between identified concepts. Furthermore, supplementing these visual aids with concise, analytical annotations serves to clarify the rationale behind these observed patterns, thereby facilitating a deeper understanding of the conceptual architecture.

c) Clustering and Thematic Categorization

Once the initial connections have been established, the research process should transition into a "clustering" phase. This involves systematically organizing individual notes into thematic groups that accurately reflect the identified patterns, thereby transforming fragmented ideas into a coherent, structured synthesis.

d) Optimization of Information Management

In instances where initial pre-writing has been conducted in a linear format, adopting a modular approach such as transcribing ideas onto index cards can significantly enhance the flexibility of the analytical process. This method allows for the dynamic reordering and physical rearrangement of data points, which serves to optimize the synthesis of complex information during the drafting phase.

3) Organize with Headings

a) Implementation of Descriptive Headings

The synthesis of research material requires the application of descriptive headings that accurately encapsulate the thematic patterns or categories established during the clustering phase. It is essential to ensure that these headings are formatted with sufficient visual prominence, thereby enhancing the readability of the document and allowing the reader to navigate the logical progression of the arguments more effectively.

b) Management of Outlying Data

During the categorization process, it is not uncommon for certain concepts or data points to fall outside the established thematic boundaries. In such instances, to maintain the integrity and comprehensiveness of the analysis, these residual ideas should be systematically collected under a designated "misfits" category. This approach ensures that all relevant information is retained for further

evaluation without compromising the structural coherence of the primary thematic clusters.

#### 4) Try Different Plans

While the process of clustering often serves as an effective heuristic for delineating a structural framework for a research paper, researchers must remain cognizant that not all identified conceptual relationships will necessarily conform to a single, optimal organizational trajectory. In instances where multiple analytical approaches appear viable, it is advantageous to experiment by re-clustering the research notes according to two or three distinct structural plans. This iterative process of comparative organization is significantly facilitated by utilizing index cards, as the physical modularity of this method permits a more fluid, dynamic reconfiguration of ideas, thereby enabling the researcher to critically evaluate diverse argumentative frameworks before establishing a final, coherent outline for the study.

#### c. Rules in Clustering

According to general rules in clustering techniques, once the clustering process has begun, it should not be interrupted until it is complete.<sup>39</sup> Interrupting the process can disrupt the natural flow of thoughts and may cause the brain to restart with entirely new ideas or none at all. During clustering, it is essential to be completely honest and spontaneous with whatever ideas come to mind, without judgment or filtering. Failing to record these spontaneous thoughts can halt the creative process. Clusters may be kept private if needed, but they should reflect honest thinking. Any sensitive content can be revised or edited later. Additionally, clusters may not be understandable to others unless the individual who created them provides an explanation.

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<sup>39</sup> Gabriele Rico, *Writing the Natural Way* (Los Angeles: Tarcher, 1983), hlm. 28

#### d. Modes of Clustering

Pre-writing defined as the iterative process of intellectual exploration and conceptual development prior to formal drafting is fundamental to scholarly inquiry as it systematically fosters a deeper understanding of the subject matter. Omitting this critical phase invariably results in a missed opportunity to enhance the depth and complexity of the final manuscript. It is a common misconception that high-quality writing can be achieved through rapid, spontaneous composition; in reality, such efforts are almost invariably preceded by extensive, albeit often subconscious, cognitive preparation. Even when a researcher engages in substantial mental pre-writing during daily activities, this initial work should not be viewed as a finite or preliminary stage. Rather, pre-writing must be considered a continuous, recursive process, as it is often necessary to revisit and refine these foundational ideas throughout the actual writing phase to ensure the ongoing depth and analytical rigor of the study.

##### Example 1

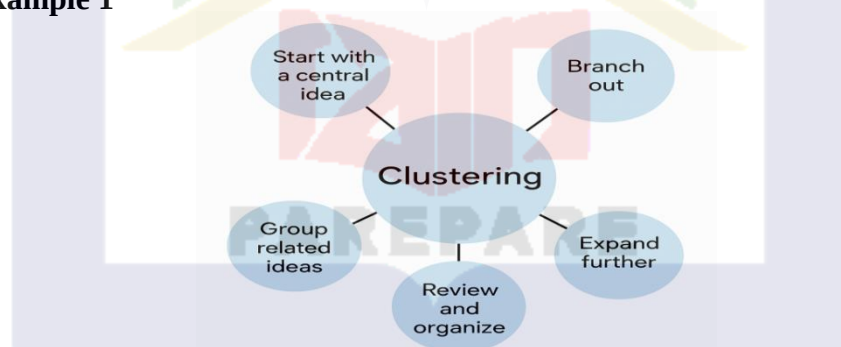


Figure 2.1 Clustering

### Example 2

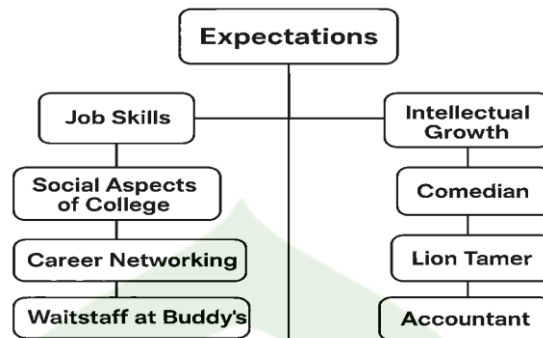


**Figure 2.2 Clustering of Expectation**

### Example 3

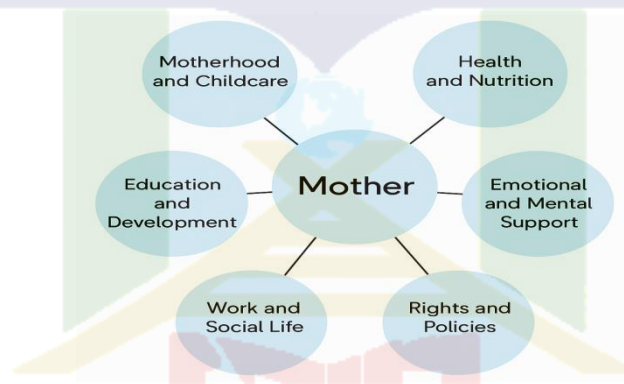


**Figure 2.3 Clustering of Mother**

#### e. Difference Between Mind Mapping and Clustering

Mind mapping and clustering are both prewriting techniques used to generate ideas, but they differ in structure and process. Mind mapping organizes ideas in a logical and hierarchical way, while clustering allows writers to connect ideas freely without a fixed order. Mind mapping helps students arrange their thoughts systematically, whereas clustering encourages creativity through spontaneous associations between words or concepts. According to Fitri and Rahmawati, mind mapping is more

suitable for analytical writing, while clustering is more effective for creative writing such as narrative texts<sup>40</sup>.

### C. The Conceptual Framework

The mastery of writing skills is essential in academic discourse, as the inability to employ appropriate techniques often hinders the effective expression of ideas in written form, even among individuals who possess high levels of verbal proficiency. Among various pedagogical strategies, the clustering method serves as a particularly effective pre-writing activity, as it enables students to visualize their concepts and facilitates the systematic organization of their arguments. Given its potential to improve cognitive mapping and structural coherence, the researcher intends to empirically examine the effectiveness of the clustering method in enhancing students' writing capabilities.

The conceptual framework underlying in this research were given in the following diagrams below:

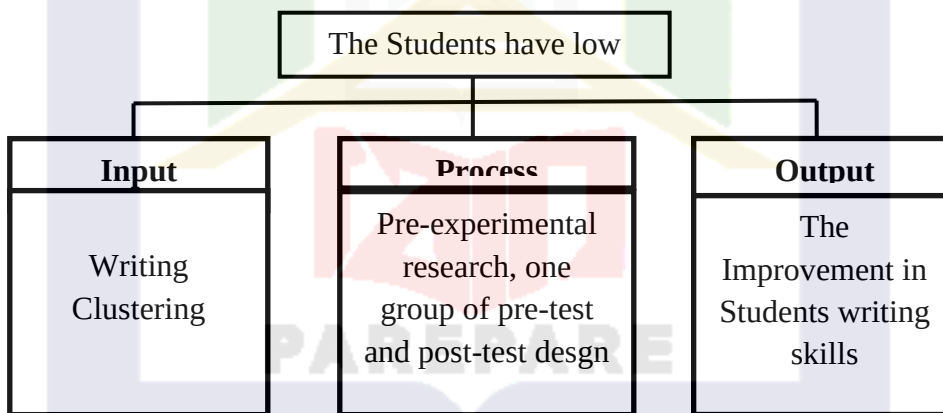


**Table 2.1 Conceptual Framework**

<sup>40</sup>Fitri& Rahmawati. Comparative Study between Mind Mapping and Clustering Techniques in Teaching Writing, *Jurnal Serunai Administrasi Pendidikan*, (2022), 11(1).

The three variables: input, process and output are briefly classified as follows:

- Input : It refers to the material of writing that is the knowledge and skill of writing composition
- Process : It refers to teaching and learning by using Clustering and Conventional way
- Output : It refers to the students' writing skill after follow the treatment

#### **D. Hypothesis**

Based on the previous related findings, some pertinent ideas, resume and the conceptual framework, the researcher formulates a research hypothesis as follow:

$H_0$  : “There is no significant difference between the students writing scores in the pre-test and post-test”.

$H_1$  : “There is a significant difference between the students writing scores in the pre-test and post-test after being taught by using the clustering technique.”

### CHAPTER III METHOD OF THE RESEARCH

#### A. The Research Design

The researcher used a pre-experimental design in this research with one group pre-test and post-test, this presented as follow:

$$E:O_1 \text{ X } O_2$$

Where:

E =Experimental

$O_1$  = Pretest

$O_2$  = Posttest

X =Treatment<sup>41</sup>

#### B. Location and Time of Study

This research was conducted at SMAN 1 Barru, located in Barru regency, South Sulawesi. The researcher chose this location because students at the school can represent the research population to determine the extent to which the use of clustering techniques can improve students' writing skills.

This study was conducted in even semester of academic year 2024/2025.

#### C. Population and Sample

The population and sample used in this research:

##### 1. Population

The population for this study comprised the tenth-grade students enrolled at SMA Negeri 1 Barru during the 2024/2025 academic year, consisting of a total of 432 students.

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<sup>41</sup>PunajiSetyosari, *MetodePenelitiandanPengembangan* (Jakarta: KencanaPrenada Media Group, 2010), p.154

## **2. Sample**

The research employed a cluster random sampling technique, necessitated by the inherent heterogeneity of the population and the substantial size of the tenth-grade cohort at SMA Negeri 1 Barru. Consequently, the study's sample is comprised of 36 students from class E.1 of the aforementioned institution, selected to serve as a representative subset for the purpose of this analysis.

## **D. Instrument of the Research**

The instrument used in this research is writing text.

### **1. Pretest**

The pretest was given before the treatment. The researcher gave the students a topic related to narrative text, such as fairytales, fables, legends, folktales, or urban stories. The students were asked to write a narrative composition based on the given topic with a minimum of 100 words and a maximum of 150 words within 60 minutes. The topic for the pretest was “Cinderella Story.”

### **2. Posttest**

The researcher used the same type of test as in the pretest. The students were again asked to write a narrative text about fiction stories such as fables, legends, folktales, or fairytales. They wrote a story of 100–150 words within 60 minutes. The topic for the posttest was “Nene Pakande.”

## **E. Procedure of Collecting Data**

The procedure of collecting data divided into three stages, namely:

### **1. Pretest**

This stage will be conducted before the treatment will be given to the research sample. Researchers will give an initial test (pretest) to students to find out the initial ability to write narrative text. Before the test is conducted, the researcher first will explain the instructions to the students. Furthermore,

the results of student work are corrected and given an assessment according to the writing assessment rubric.

## 2. Treatment

After the pre-test was conducted, the researcher gave treatments to the students in the form of learning to write narrative texts using the clustering technique. This technique was applied during four meetings as a pre-writing activity to help students explore and organize their ideas before writing the complete text. The treatments were conducted as follows:

### a. The first meeting

In the first meeting, the researcher explained the concept of a narrative text, including its purpose, generic structure, and language features. After that, the researcher introduced the clustering technique as a strategy in the pre-writing stage.

Students were given the theme “Fairy Tale – Cinderella.” Together with the researcher, they identified the main idea and supporting ideas related to the theme, then developed them into a cluster diagram. After completing the cluster, students began to construct simple sentences based on their ideas.

### b. The second meeting

In the second meeting, the researcher reviewed the steps of writing a good paragraph. Students were divided into small groups and given the theme “Fable – The Ugly Duckling.”

Each group organized the main ideas using the clustering technique, discussed the plot and characters, and then developed their cluster into a short paragraph. The researcher guided them to focus on the orientation and complication parts of the narrative.

### c. The third meeting

In this meeting, the researcher emphasized the use of punctuation, capitalization, and grammar in writing. Students worked in pairs to write a narrative text based on the theme “Legend – MalinKundang.”

They used the cluster they had created to organize their story ideas before writing. After writing, students exchanged their drafts for peer feedback, focusing on accuracy and organization.

d. The fourth meeting hold on

In the final meeting, students were given the theme “Folklore – Nene Pakande.” They were asked to create a cluster to develop ideas and write a complete narrative text individually. After finishing, the class discussed the results together to improve their writing by paying attention to connective devices, coherence, and unity.

The researcher provided feedback and summarized how clustering helped them in generating and organizing ideas effectively.

### 3. Posttest

After the treatment will be given, the researcher again gives the final test (posttest) to the students. This test is used to determine the extent to which the students' writing ability improved after being given treatment using the clustering technique. The posttest results are then analyzed and compared with the pretest results to determine the effectiveness of the treatment given.

## F. Technique of Data Analysis

To analyze the data collected through the text, the author uses descriptive and inferential statistics. To determine students' writing ability in writing a good essay, it will be seen from five components namely content, organization, vocabulary, language use, mechanics, and task fulfilment. To measure the ability of each component of good writing, the researcher refers to

the updated and widely used ESL writing assessment rubric, as described by Verawati, Lustyantie, & Muradho and adjusted to fit your research context<sup>42</sup>:

1. The score classifies based on the five components observed:

| Component    | Score 5<br>(Excellent)                                                                                                    | Score 4<br>(Good)                                                             | Score 3<br>(Fair)                                                    | Score 2<br>(Poor)                                           | Score 1<br>(Very Poor)                                              |
|--------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------|
| Content      | The story is very clear, interesting, and well-developed with relevant details. The ideas are creative and fit the theme. | The story is clear and relevant to the theme but lacks details or creativity. | The main idea is present but underdeveloped, few supporting details. | The ideas are limited and partly irrelevant to the theme    | No clear idea, confusing, and not related to the theme              |
| Organization | The structure is complete and logical (orientation, complication, resolution), transitions between event are smooth.      | The structure is almost complete with minor issues in flow or transitions.    | Basic structure exists but lacks logical order or clear sequence.    | Weak structure, transitions unclear and ideas disorganized. | No recognizable narrative structure, event are random or confusing. |

<sup>42</sup>Verawati, N., et al., *Development of an Assessment Rubric for Story Writing Skills in Indonesian Integrated with Acehese Folklore for Senior High School*. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, (2025), 9(1).

|              |                                                                                             |                                                                    |                                                             |                                                            |                                                                       |
|--------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------|
| Language Use | Uses varied and complex sentences accurately, grammar is correct with no noticeable errors. | Few minor grammatical errors that do not affect meaning.           | Some grammatical errors that slightly affect comprehension. | Many grammatical errors that interfere with understanding. | Frequent and serious grammatical errors, very difficult to understand |
| Vocabulary   | Uses a wide range of vocabulary accurately and appropriately.                               | Adequate range of vocabulary with minor repetition.                | Limited vocabulary, some inappropriate word choices.        | Very limited vocabulary and frequent incorrect usage.      | Vocabulary inappropriate and impedes comprehension.                   |
| Mechanics    | Excellent use of spelling, punctuation, and capitalization.                                 | Few spelling or punctuation errors that do not affect readability. | Some errors in spelling or punctuation appear occasionally. | Many mechanical errors that disturb readability.           | Numerous errors make the text difficult to read.                      |

2. Finding the gain score based on the raw score of five components in writing:

$$\text{Score} = \frac{\text{Student achievement scores}}{\text{Maximum score}} \times 100$$

3. This table used to categorize score based on the gain score of students' writing test:

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

4. Data Analysis by using Microsoft Excell

Here are the steps of the automatic data analysis menu :<sup>43</sup>

- a. To show the Data Analysis Menu
  - 1) Click file on the top left of Excel.
  - 2) Select Options at the bottom.
  - 3) In the Excel Options window, click Add-ins.
  - 4) On the bottom, in the Manage box, select Excel Add-ins, then click Go.
  - 5) Check the box for Analysis Toolpak, then click OK.
  - 6) Now, the Data Analysis menu will appear in the Data tab on the top menu bar.
- b. To analysis the students score (using Paired Sample T-Test):
  - 1) Prepare your data students score on of pretest and posttest
  - 2) Click Data,– Data Analysis on the right side of the menu bar
  - 3) Select T-Test Paired Two Sample for Means, then click OK.
  - 4) In the dialog box:

<sup>43</sup>Abdullah Pandang, *Uji Hipotesis dan T-Test Pre-Experimental, One group Pretest & Posttest Menggunakan Ms Excell*, Youtube video, durasi 15:57, diunggah oleh Guru Statistik, 18 Oktober 2021, <https://youtu.be/wNaF5RdKP4Y?si=rb1DFt-frVT5niSa>.

- Variable 1 range: Select the pretest score range
  - Variable 2 range: Select the posttest score range
  - Alpha: use 0.05 (default).
- 5) Click OK, and the result of the T-Test will appear.
- c. To interpret the result:
- 1) Look at  $P(T \leq t)$  two-tail:
  - 2) Compare t Stat and t Critical two-tail:
  - 3) Based on that, decide whether to reject or accept the  $H_0$ .
5. Criteria of Testing Hypothesis
- To test the hypothesis, the researcher used  $\alpha 0.05$  level of significance for independent sample.
- a. If the t-test is higher than t-table;  $H_0$  is rejected and  $H_1$  is accepted. It means that the using of Clustering Technique can improve the students' writing skill of SMAN 1 Barru.
  - b. If the significance value (p-value) is less than 0.05, it means that the result is statistically significant. In this case, we reject  $H_0$  and accept  $H_1$ .

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The findings of this research present the quantitative data obtained through pre-test and post-test. These tests were administered to 36 students of the eighth grade to evaluate the effectiveness of the Clustering Technique in improving narrative writing skills. The data collected are described in terms of statistical summary and score classification.

##### 1. Result of Pre-test and Post-test

The distribution of students' scores in the pre-test and post-test is detailed in Table 4.1 below. The data shows the initial ability of the students before the treatment and their final achievement after the treatment was given.

Table 4.1: The Students' Scores of Pre-test and Post-test

| No | ID  | Pre Test | Post Test |
|----|-----|----------|-----------|
| 1  | AFT | 80       | 84        |
| 2  | AMS | 64       | 74        |
| 3  | ADI | 80       | 100       |
| 4  | AKD | 68       | 80        |
| 5  | AND | 80       | 92        |
| 6  | AHK | 52       | 80        |
| 7  | ALF | 68       | 72        |
| 8  | AFA | 92       | 100       |
| 9  | AAH | 80       | 92        |
| 10 | ANA | 45       | 68        |
| 11 | AAP | 72       | 84        |
| 12 | AHD | 76       | 80        |
| 13 | ALA | 68       | 96        |
| 14 | AIM | 52       | 84        |
| 15 | DWA | 48       | 92        |
| 16 | MKR | 80       | 72        |
| 17 | MAA | 96       | 96        |
| 18 | MFN | 45       | 68        |
| 19 | MFB | 56       | 76        |
| 20 | MIF | 88       | 90        |
| 21 | MIL | 68       | 84        |
| 22 | NAA | 68       | 96        |
| 23 | NAR | 80       | 100       |
| 24 | NAS | 60       | 80        |
| 25 | NRS | 72       | 96        |
| 26 | NHM | 96       | 92        |
| 27 | STK | 76       | 80        |
| 28 | SAH | 80       | 96        |
| 29 | SRI | 44       | 72        |
| 30 | SAM | 48       | 68        |
| 31 | TAK | 72       | 72        |
| 32 | UAR | 80       | 76        |
| 33 | VCC | 68       | 96        |
| 34 | WAM | 45       | 68        |
| 35 | ZMI | 72       | 80        |
| 36 | NFH | 48       | 88        |

## 2. The Description of the Data

The statistical description provides an overview of the students' achievement before and after the treatment. The summary of the students' scores is presented in table 4.2 below :

Table 4.2 The Students' Mean Score and Standard Deviation

| Statistics         | Pre-Test | Post-Test |
|--------------------|----------|-----------|
| Number of Students | 36       | 36        |
| Mean Score         | 68.528   | 84.000    |
| Minimum Score      | 44       | 68        |
| Maximum Score      | 96       | 100       |

Based on Table 4.2, it can be interpreted that there was a significant improvement in students' narrative writing performance. The mean score increased from 68.528 in the pre-test to 84.000 in the post-test, representing an average gain of 15.472 points. This improvement suggests that the implementation of the Clustering Technique helped students organize their thoughts more effectively.

## 3. The Rate Percentage of the Frequency of the Pre-test and Post-test

To provide a more detailed analysis of the students' writing development, the scores were classified into several levels of achievement. The frequency distribution and percentages for these classifications are illustrated in Table 4.3:

Table 4.3 Rate Percentage of the Frequency of the Pre-test &amp; Post-test

| Classification | Score  | Pre-test(F) | Pre-test(%) | Post-test(F) | Post-test(%) |
|----------------|--------|-------------|-------------|--------------|--------------|
| Excellent      | 86-100 | 4           | 11.1%       | 15           | 41.7%        |
| Good           | 71-85  | 14          | 38.9%       | 17           | 47.2%        |
| Fair           | 56-70  | 9           | 25.0%       | 4            | 11.1%        |
| Poor           | 41-55  | 9           | 25.0%       | 0            | 0%           |
| Total          |        | 36          | 100%        | 36           | 100%         |

The data in Table 4.3 reveals a remarkable shift in the students' writing proficiency levels. In the pre-test, only 4 students (11.1%) were in the Excellent category, while a large portion of the class (25%) was still in the Poor category. This indicates that prior to the treatment, many students struggled to construct narrative texts properly, often due to a lack of organized ideas and limited vocabulary.

However, after the Clustering Technique was applied, the post-test results showed a significant transformation. The number of students in the Excellent category increased to 15 students (41.7%), and the Good category became the most dominant with 17 students (47.2%). Most importantly, the Poor category was completely eliminated (0%), as all students successfully improved their scores above the threshold. This proves that the visual mapping provided by the clustering technique allowed students—especially those who were previously struggling—to bridge their conceptual gaps and produce higher-quality narrative writing.

#### 4. Hypothesis Testing (Paired Sample T-Test)

To determine whether the increase in scores was statistically significant, the researcher conducted a Paired Sample T-Test. The statistical calculation resulted in the following values:

Figure 4.1 Paired Sample T-Test

|                              | <i>Pre Test</i> | <i>Post Test</i> |
|------------------------------|-----------------|------------------|
| Mean                         | 68.528          | 84.000           |
| Variance                     | 227.913         | 110.400          |
| Observations                 | 36.000          | 36.000           |
| Pearson Correlation          | 0.571           |                  |
| Hypothesized Mean Difference | 0.000           |                  |
| df                           | 35.000          |                  |
| t Stat                       | -7.402          | t-test           |
| P(T<=t) one-tail             | 0.000           |                  |
| t Critical one-tail          | 1.690           |                  |
| P(T<=t) two-tail             | 0.000           |                  |
| t Critical two-tail          | 2.030           | t-table          |

Based on the paired-samples t-test results, the mean score increased from 68.53 in the pre-test to 84.00 in the post-test across 36 participants, indicating a clear improvement after the intervention. The variances were 227.91 for the pre-test and 110.40 for the post-test, suggesting that post-test scores were not only higher but also more consistent. The Pearson correlation between paired scores was 0.571, showing a moderate positive relationship between individuals' pre- and post-test performance.

The analysis produced a t statistic of  $-7.402$  with 35 degrees of freedom. The associated p-value (two-tailed) is 0.000 ( $p < .001$ ), which is far below the significance level of 0.05. In addition, the absolute t value exceeds both the one-tailed critical value (1.690) and the two-tailed critical value (2.030), providing strong evidence against the null hypothesis of no mean difference.

Therefore, the null hypothesis is rejected, and it can be concluded that there is a statistically significant difference between the pre-test and post-test scores. Specifically, participants performed significantly better

on the post-test, suggesting that the intervention or treatment had a significant positive effect on their outcomes.

## B. Discussion

The results of the paired-samples t-test in this study reveal a statistically significant improvement in tenth grade students' narrative writing skills after the implementation of the clustering technique ( $t(35) = -7.402$ ,  $p < .001$ ). The increase in mean scores from the pre-test ( $M = 68.53$ ) to the post-test ( $M = 84.00$ ) indicates that clustering effectively supported students in organizing their ideas and developing narrative structures. This finding aligns with recent studies showing that clustering facilitates idea generation and helps learners overcome initial difficulties in producing written content.<sup>44</sup>

Clustering acts as a pre-writing strategy that encourages learners to map their thoughts visually before composing full texts. This supports the cognitive process involved in writing, as students are better able to identify relevant concepts, sequence events logically, and connect narrative elements coherently. Prior studies in EFL contexts have reported similar outcomes: students' writing achievement significantly improved following instruction using clustering, as reflected in higher post-test scores compared to pre-test result. Such statistical improvements echo broader research in writing pedagogy, where structured pre-writing techniques reduce cognitive load and enhance content quality.<sup>45</sup>

The theoretical value of clustering as a brainstorming technique is substantiated by the pattern of results in this study. By visually organizing narrative components such as characters, settings, and events in bubbles or clusters, students were likely better prepared to draft their narratives with

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<sup>44</sup> Mulky Haris, S. M.,. *The effectiveness of clustering technique in improving students' writing skill in narrative text at SMA Negeri 21 Makassar*. English Language Teaching Methodology.(2022).

<sup>45</sup> Pratiwi, A. D., & Istiana Sari, A. *The implementation of clustering technique in writing descriptive text*. English Research Journal. (2024).

clarity and consistency. This mirrors findings from other research showing that clustering enhances idea fluency and reduces writer's block, particularly in young EFL learners<sup>46</sup>. Studies on narrative and descriptive writing further confirm that students taught with clustering show greater development in structural organization compared to conventional instruction.<sup>47</sup>

From a pedagogical standpoint, the significant positive impact of clustering supports its inclusion in English writing curricula at the senior high school level. Writing is universally recognized as one of the most challenging language skills for EFL learners due to the cognitive demands of idea generation, organization, and linguistic accuracy. The clustering technique directly addresses the first two challenges by externalizing thought processes before drafting.

While the current results demonstrate effectiveness, it is important to consider contextual factors such as teacher support and classroom implementation fidelity. Research suggests that the successful application of clustering hinges on teacher guidance during the pre-writing stage and students' initial familiarity with the technique.<sup>48</sup> Additionally, integrating clustering with peer feedback or revision activities may further enhance writing outcomes, as supported by studies that paired clustering with collaborative assessment.

Despite its strengths, the one-group pre-test–post-test design used in this study means alternative explanations. Future research employing control groups or mixed methods designs could provide stronger causal evidence and explore students' perceptions of clustering in more depth. Moreover,

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<sup>46</sup> Sinambela, E., Lumban Gaol, D., & Tampubolon, S.. *The effect of controlled writing and clustering technique on students' writing skills*. IDEAS: Journal on English Language Teaching.(2025).

<sup>47</sup> Hikmawati, L. I., et el. *Unleashing the power of clustering: Enhancing descriptive text writing through innovative teaching techniques*. Journal of English Education Program. (2023).

<sup>48</sup> Aini, S., et el, *The effect of the Clustering Technique on students' achievement in writing skill recount text at the ninth grades*. Jurnal Studi Guru dan Pembelajaran.(2025).

longitudinal studies might examine whether improvements persist beyond immediate post-test gains.

Overall, the findings suggest that the clustering technique is an effective pre-writing tool in improving narrative writing skills among tenth graders at SMAN 1 Barru. Teachers should consider incorporating clustering exercises regularly in writing instruction to help students systematically plan and organize narrative texts



## **CHAPTER V**

### **CONSLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis and the discussion in Chapter IV, the researcher draws the following conclusion:

1. This study concludes that the use of the clustering technique is able to improve the narrative writing skills of tenth grade students at SMAN 1 Barru. This conclusion is supported by the significant increase in students' mean scores from the pre-test to the post-test and the result of the paired-samples t-test, which showed a statistically significant difference after the treatment ( $t(35) = -7.402, p < 0.05$ ). Therefore, the research question is answered positively, indicating that clustering is an effective technique to help students generate and organize ideas in writing narrative texts and can be recommended for teaching writing in senior high school.

#### **B. Suggestion**

In light of the conclusions above, the researcher offers several suggestions for teachers, students, and future researchers:

1. For the English Teachers English teachers are encouraged to apply the Clustering Technique as an alternative strategy in teaching writing, particularly for narrative texts. This technique is proven to be effective in motivating students who experience writer's block and helps lower-achieving students understand the writing process more easily through visual mapping.
2. For the Students Students are suggested to practice using clustering or idea-mapping independently before they start writing. This technique is not only useful for English assignments but also for organizing thoughts in various types of writing to make them more systematic and structured.

3. For the Future Researchers Future researchers are suggested to develop this study further by applying the Clustering Technique to different types of texts (such as expository or descriptive texts) or at different educational levels. Additionally, future researchers could explore the use of digital mind-mapping applications to integrate the clustering technique with modern educational technology.



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# APPENDIX



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH  
Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307

VALIDASI INSTRUMEN PENELITIAN  
PENULISAN SKRIPSI

IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT  
SMAN 1 BARRU USING CLUSTERING TECHNIQUE

By RATU FELISHA FITRI

Instrumen Penelitian  
(Pre-Test)

NAME :

NIS :

CLASS : X

Time Allocation : 60 minutes

Instruksi :

Write down your story at least 2 paragraphs which consist of 100-150 words about  
"Cinderella Story". Use your own words while you tell that story.

Goodluck!

Parepare, 26 Mei 2025

Approved by

Supervisor

Nurul Hasangh, M.Pd.  
NIP. 199107022020122022



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH  
Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307

VALIDASI INSTRUMEN PENELITIAN  
PENULISAN SKRIPSI

IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT  
SMAN 1 BARRU USING CLUSTERING TECHNIQUE

By RATU FELISHA FITRI

Instrumen Penelitian  
(Post-Test)

NAME :

NIS :

CLASS : X

Time Allocation : 60 minutes

Instruksi :

Write down your story at least 2 paragraphs which consist of 100-150 words about  
"Nene Pakande". Use your own words while you tell that story.

Goodluck!

Parepare, 26 Mei 2025

Approved by

Supervisor

Nurul Hasanah, M.Pd.  
NIP. 199107022020122022

2025

# MODUL AJAR

PENYUSUN : Ratu Felisha Fitri

NIM : 2020203888203007

KELAS/PASE : X / E

## MODUL AJAR KURIKULUM MERDEKA

### CLUSTERING TECHNIQUE

#### INFORMASI UMUM

##### IDENTITAS MODUL

|                   |                      |                 |                |
|-------------------|----------------------|-----------------|----------------|
| Nama Penyusun     | : Ratu Felisha Fitri | Kelas/ Semester | : X/Ganjil     |
| Satuan Pendidikan | : SMA Negeri 1 Barru | Alokasi Waktu   | : 2 x 45 menit |
| Mata Pelajaran    | : Bahasa Inggris     | Fase            | : E            |

#### KOMPETENSI INTI

##### A. Capaian Pembelajaran

Siswa mampu menulis berbagai jenis teks fiksi (naratif) melalui proses perencanaan, draf, dan revisi untuk mengekspresikan ide secara kreatif dengan memperhatikan struktur teks dan unsur kebahasaan.

##### B. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi struktur generik (*Orientation, Complication, Resolution*) dalam teks naratif.
2. Siswa mampu mengorganisir ide cerita menggunakan *Clustering Technique* (diagram pengelompokan).
3. Siswa mampu menyusun teks naratif (minimal 2 paragraf) dengan tata bahasa (*Past Tense*) yang tepat.

##### C. Materi Pembelajaran

1. **Narrative Text:** Teks yang bertujuan menghibur pembaca dengan cerita imajiner atau nyata.
2. **Language Features:** *Simple Past Tense, Action Verbs, Time Connectives* (e.g., *Once upon a time, Suddenly, Finally*).

3. **Clustering Technique:** Teknik visual untuk memetakan ide secara bebas (brainstorming) sebelum mulai menulis kalimat utuh.

#### D. PENILAIAN (ASSESSMENT)

Penilaian dilakukan menggunakan rubrik menulis (skala 1-5) yang mencakup:

1. **Content (Isi):** Kesesuaian dengan topik.
2. **Organization:** Kejelasan alur (*Orientation, Complication, Resolution*).
3. **Vocabulary:** Ketepatan pemilihan kata.
4. **Language Use:** Ketepatan *Simple Past Tense*.
5. **Mechanics:** Ejaan dan tanda baca

## KEGIATAN PEMBELAJARAN

|                   |                      |                 |                |
|-------------------|----------------------|-----------------|----------------|
| Nama Penyusun     | : Ratu Felisha Fitri | Kelas/ Semester | : X/Ganjil     |
| Satuan Pendidikan | : SMA Negeri 1 Barru | Alokasi Waktu   | : 2 x 45 menit |
| Mata Pelajaran    | : Bahasa Inggris     | Fase            | : E            |

### *Pertemuan Ke-1*

#### **Pendahuluan (10 Menit)**

Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.

Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

## Pertemuan Ke-1

### Pendahuluan (10 Menit)

Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran

Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran

Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

**Kegiatan  
Inti**  
  
(90 Menit)

### Pengenalan Teks Naratif & Teknik Clustering

#### Topik Cerita: *Fairytale* (Cinderella)

- **Tujuan Pembelajaran:** Siswa mampu memahami konsep dasar teks naratif dan memulai perencanaan tulisan menggunakan teknik *clustering*.
- **Materi Utama:**
  - **Definisi:** Teks yang menghibur pembaca melalui urutan peristiwa kronologis.
  - **Struktur:** *Orientation* (pengenalan), *Complication* (masalah), *Resolution* (solusi), dan *Reorientation* (pesan moral).
  - **Teknik Clustering:** Menulis topik utama di tengah lingkaran dan menarik garis untuk ide-ide yang berhubungan secara spontan.
- **Langkah Pembelajaran:**
  1. Guru menjelaskan struktur dan fitur kebahasaan teks naratif.
  2. Guru memperkenalkan teknik *clustering* sebagai strategi pramenulis untuk memetakan ide secara visual.

### *Pertemuan Ke-1*

#### **Pendahuluan (10 Menit)**

3. Siswa mengamati demonstrasi pembuatan klaster berdasarkan cerita "Cinderella".
  4. Siswa berlatih membuat diagram klaster mereka sendiri untuk cerita "Cinderella".
- **Penilaian:** Kelengkapan ide dalam diagram klaster yang dibuat.

#### **Penutup (10 Menit)**

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

## KEGIATAN PEMBELAJARAN

|                   |                      |                 |                |
|-------------------|----------------------|-----------------|----------------|
| Nama Penyusun     | : Ratu Felisha Fitri | Kelas/ Semester | : X/Ganjil     |
| Satuan Pendidikan | : SMA Negeri 1 Barru | Alokasi Waktu   | : 2 x 45 menit |
| Mata Pelajaran    | : Bahasa Inggris     | Fase            | : E            |

### *Pertemuan Ke-2*

#### **Pendahuluan (10 Menit)**

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

## Pertemuan Ke-2

### Pendahuluan (10 Menit)

#### Kegiatan Inti

(90 Menit)

#### Pengembangan Paragraf dalam Kelompok

##### Topik Cerita: *Fable* (The Ugly Duckling)

- **Tujuan Pembelajaran:** Siswa mampu bekerja sama dalam kelompok untuk mengorganisir ide dan mengembangkannya menjadi paragraf naratif yang koheren.
- **Materi Utama:**
  - **Langkah Menulis Paragraf:** Menghubungkan ide-ide dari klaster menjadi kalimat yang mengalir.
  - **Fokus Struktur:** Mendalami bagian *Orientation* dan *Complication*.
- **Langkah Pembelajaran:**
  1. Guru meninjau kembali langkah-langkah menulis paragraf yang baik.
  2. Siswa dibagi menjadi kelompok kecil dan diberikan tema "The Ugly Duckling".
  3. Setiap kelompok mendiskusikan plot dan karakter, lalu menuangkannya dalam bentuk klaster.
  4. Kelompok mengembangkan klaster tersebut menjadi draf paragraf, dengan bimbingan guru pada bagian pengenalan dan konflik cerita.
- **Penilaian:** Kerjasama kelompok dan keselarasan antara klaster dengan draf paragraf.

### Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.

## ***Pertemuan Ke-2***

### **Pendahuluan (10 Menit)**

2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.



## KEGIATAN PEMBELAJARAN

|                   |                      |                 |                |
|-------------------|----------------------|-----------------|----------------|
| Nama Penyusun     | : Ratu Felisha Fitri | Kelas/ Semester | : X/Ganjil     |
| Satuan Pendidikan | : SMA Negeri 1 Barru | Alokasi Waktu   | : 2 x 45 menit |
| Mata Pelajaran    | : Bahasa Inggris     | Fase            | : E            |

### *Pertemuan Ke-3*

#### **Pendahuluan (10 Menit)**

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

### Pertemuan Ke-3

#### Pendahuluan (10 Menit)

##### Kegiatan Inti

(90 Menit)

##### Akurasi Bahasa & Umpan Balik Teman Sejawat

##### Topik Cerita: *Legend* (Malin Kundang)

- **Tujuan Pembelajaran:** Siswa mampu menerapkan unsur mekanik penulisan yang benar dan memberikan koreksi konstruktif pada karya teman.
- **Materi Utama:**
  - **Mechanics:** Fokus pada penggunaan tanda baca, kapitalisasi, dan ejaan.
  - **Grammar:** Penggunaan *Simple Past Tense* (V2) dalam narasi.
- **Langkah Pembelajaran:**
  1. Guru menekankan pentingnya tanda baca dan tata bahasa dalam tulisan naratif.
  2. Siswa bekerja berpasangan membuat klaster untuk cerita "Malin Kundang".
  3. Siswa menulis draf teks naratif berdasarkan klaster yang telah dibuat secara berpasangan.
  4. Siswa saling menukar draf untuk memberikan *peer feedback* (umpan balik) fokus pada ketepatan bahasa dan organisasi ide.

**Penilaian:** Ketepatan penggunaan *Simple Past Tense* dan tanda baca.

#### Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

### ***Pertemuan Ke-3***

#### **Pendahuluan (10 Menit)**

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.



## KEGIATAN PEMBELAJARAN

|                   |                      |                 |                |
|-------------------|----------------------|-----------------|----------------|
| Nama Penyusun     | : Ratu Felisha Fitri | Kelas/ Semester | : X/Ganjil     |
| Satuan Pendidikan | : SMA Negeri 1 Barru | Alokasi Waktu   | : 2 x 45 menit |
| Mata Pelajaran    | : Bahasa Inggris     | Fase            | : E            |

### Pertemuan Ke-4

#### Pendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran

**Kegiatan  
Inti  
(90 Menit)**

#### **PERTEMUAN 4: Praktik Menulis Mandiri**

##### **Topik Cerita: *Folklore* (Nene Pakande)**

- **Tujuan Pembelajaran:** Siswa mampu secara mandiri menyusun teks naratif yang utuh dengan memanfaatkan teknik *clustering* dari awal hingga akhir.
- **Materi Utama:**
  - **Final Draft:** Proses penyelesaian draf akhir dari *Orientation* hingga *Resolution/Coda*.
  - **Self-Editing:** Kemampuan memeriksa kembali tulisan sendiri sebelum dikumpulkan.

- **Langkah Pembelajaran:**

1. Siswa diberikan tema cerita rakyat lokal "Nene Pakande".
2. Siswa secara mandiri membuat diagram klaster untuk merancang alur cerita mereka.
3. Siswa mengembangkan klaster tersebut menjadi teks naratif lengkap sebanyak 100-150 kata.
4. Siswa melakukan revisi mandiri berdasarkan kriteria rubrik penilaian menulis (Isi, Organisasi, Kosakata, Tata Bahasa, dan Mekanik).

- **Penilaian:** Skor akhir berdasarkan draf teks naratif mandiri.

#### Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARIKH AH**  
**Jl. Amai Baki No. 8 Sorong 91131 Telp. (0421) 21197**  
**VALIDASI INSTRUMEN PENILITIAN**  
**PENELITIAN SKRIPSI**

11/10/2023  
 10/10/2023  
 10/10/2023

**IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT**  
**SMAN 1 BARRU USING CLUSTERING TECHNIQUE**

By **RATU FELISIA FITRI**

Instrumen Penelitian  
 (Post-Test)

NAME : *Ained Yg*  
 NIS : *2416382*  
 CLASS : *X 1*  
 Time Allocation : *60 minutes*

Instruksi :

Write down your story at least 2 paragraphs which consist of 100-150 words about "Yene Palace". Use your own words while you tell that story.

Goodluck!

The *Leaves of Yene Palace*  
 Long ago, in a quiet village near the coast of South Sulawesi, there lived an old woman known as Yene. Passed To the villagers, she was a storyteller whose always rich with details about the forest, the sea, and the lives of the people who lived there. She was a woman who practiced black magic and that children who gathered for fear that they would never return. Fear of Yene Palace spread across the village and parents would often use her name to scare their children into obedience.

One day, a young boy named Cella decided to uncover the truth about Yene Palace. Unlike other children who believed in Yene's magic, Cella decided to investigate. She sneaked away from her parents and hid in the forest behind the village. She found an old woman, but a woman who lived in a small hut, feeding sheep and tending to sick plants. Yene Palace was not a witch, as the children had explained that the palace she carried with her was a magic spell that could bring life and death. The children who had been told that Yene Palace was a witch, they had been told that she was a witch who practiced black magic and that children who gathered for fear that they would never return. Fear of Yene Palace spread across the village and parents would often use her name to scare their children into obedience.

|                                                                                     |                                                                                                                                                            |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | KEMENTERIAN AGAMA REPUBLIK INDONESIA<br>INSTITUT AGAMA ISLAM NEGERI PAREPARE<br>FAKULTAS TARBIYAH<br>Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307 |
|                                                                                     | VALIDASI INSTRUMEN PENELITIAN<br>PENULISAN SKRIPSI                                                                                                         |

IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT  
SMAN 1 BARRU USING CLUSTERING TECHNIQUE

By RATU FELISHA FITRI

Instrumen Penelitian  
(Pre-Test)

NAME : Sy. Auliyah Muthidar  
NIS : 7101859  
CLASS : X

Time Allocation : 60 minutes

Instruksi :

Write down your story at least 2 paragraphs which consist of 100-150 words about  
"Cinderella Story". Use your own words while you tell that story.

Goodluck!

Cinderella was a kind girl who lived with her stepmother and two stepsisters. They were mean to her and made her clean the house every day. One day, the prince held a big party at the place. Every girl could come, but Cinderella's stepmother didn't let her go. She felt very sad.

|                                                                                   |                                                                                                                                                            |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
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|                                                                                   | VALIDASI INSTRUMEN PENELITIAN<br>PENULISAN SKRIPSI                                                                                                         |

IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT  
SMAN 1 BARRU USING CLUSTERING TECHNIQUE

By RATU FELISHA FITRI

Instrumen Penelitian  
(Post-Test)

NAME : Sy. Auliyah Muthidar  
NIS : 7101859  
CLASS : X

Time Allocation : 60 minutes

Instruksi :

Write down your story at least 2 paragraphs which consist of 100-150 words about  
"Nene Pakande". Use your own words while you tell that story.

Goodluck!

Nene Pakande was a mysterious and terrifying figure told in many South Sulawesi folklores. She was believed to be an Parepare, 26 Mei 2025 old woman who ate children people said. She had long hair, red eyes, and sharp teeth. Whenever children misbehaved or stayed out late at night, parents would warn them, "Go home or Nene Pakande will come and eat you." This made many children afraid to go out after dark.

Approved by  
Supervisor

Nurul Hasanah, M.Pd.  
NIP. 19910702202012022



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH  
Jl. Asat Baki No. 8 Soreang 9131 Telp. (0421) 21307  
VALIDASI INSTRUMEN PENELITIAN  
PENULISAN SKRIPSI

IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT  
SMAN 1 BARU USING CLUSTERING TECHNIQUE  
By RATU FELISIA FITRI  
Instrumen Penelitian  
(Pre-Test)

NAME : NURUL FADILAH  
NIS : 240916  
CLASS : X.1  
Time Allocation : 60 minutes

Instruksi:  
Write down your story at least 2 paragraphs which consist of 100-150 words about  
"Cinderella Story". Use your own words while you tell that story.  
Goodluck!

"Cinderella"

Once upon a time there was a beautiful girl  
called Cinderella and she had only 1 sister  
who were very unkind who made her do  
all the hard work. She had to sweep the floors.  
While they dressed up in fine clothes and went  
to lots of parties



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Jl. Asat Baki No. 8 Soreang 9131 Telp. (0421) 21307  
VALIDASI INSTRUMEN PENELITIAN  
PENULISAN SKRIPSI

IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT  
SMAN 1 BARU USING CLUSTERING TECHNIQUE  
By RATU FELISIA FITRI  
Instrumen Penelitian  
(Post-Test)

NAME : NURUL FADILAH  
NIS : 240916  
CLASS : X.1  
Time Allocation : 60 minutes

Instruksi:  
Write down your story at least 2 paragraphs which consist of 100-150 words about  
"Nene Pakande". Use your own words while you tell that story.  
Goodluck!

"Nene Pakande"

Long ago, in a quiet village nestled deep in the  
forests of South Sulawesi, there lived an  
old woman named Nene Pakande. The  
villagers spoke of her in hushed tones  
warning their children never to wander too  
far into the woods. They believed  
Nene Pakande was a terrifying figure  
who warned the Porosh looking for lost  
children to eat her name alone was  
enough to send their names shivering down anyone's  
spine.

one day, a curious and brave young boy named Arman decided to find out if the stories were true. He ventured into the forest with his lantern, he stumbled upon a small hut covered in vines. Inside, he found a frail, lonely old woman sitting by a fire. To his surprise, she didn't look dangerous at all. She was thin, weak, and her eyes were filled with sadness rather than menace.

Arman listened as Nene Pakande told him her story - how she had once been a kind woman, but after losing her family and being lost by the village, she had gone mad. The stories of her doing children were just legends created from fear and misunderstanding. Touched by her story, Arman returned to the village and convinced the people to give her a second chance.

From then on, Nene Pakande was no longer feared, but remembered as a lesson about loneliness, kindness, and the dangers of judging others too quickly.

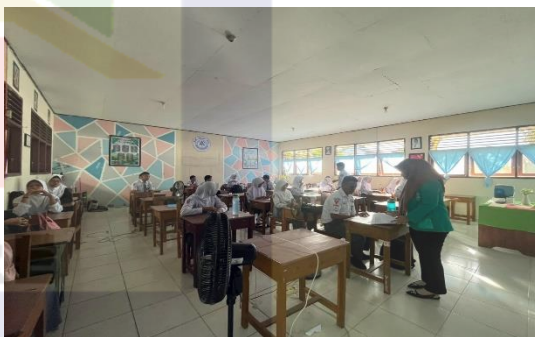
**Table of Score Classifies Student****Pre-test**

| No | ID  | Indikator |     |     |       |     | Total | Konvers |
|----|-----|-----------|-----|-----|-------|-----|-------|---------|
|    |     | Contens   | Org | L.U | Vocab | Mec |       |         |
| 1  | AFT | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 2  | AMS | 4         | 3   | 3   | 3     | 3   | 16    | 64      |
| 3  | ADI | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 4  | AKD | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 5  | AND | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 6  | AHK | 3         | 3   | 3   | 2     | 2   | 13    | 52      |
| 7  | ALF | 4         | 4   | 3   | 3     | 3   | 27    | 68      |
| 8  | AFA | 5         | 5   | 5   | 4     | 4   | 23    | 92      |
| 9  | AAH | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 10 | ANA | 3         | 2   | 2   | 2     | 2   | 11    | 45      |
| 11 | AAP | 4         | 4   | 4   | 3     | 3   | 18    | 72      |
| 12 | AHD | 4         | 4   | 4   | 4     | 3   | 19    | 76      |
| 13 | ALA | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 14 | AIM | 3         | 3   | 3   | 2     | 2   | 13    | 52      |
| 15 | DWA | 3         | 3   | 2   | 2     | 2   | 12    | 48      |
| 16 | MKR | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 17 | MAA | 5         | 5   | 5   | 5     | 4   | 24    | 96      |
| 18 | MFN | 3         | 2   | 2   | 2     | 2   | 11    | 45      |
| 19 | MFB | 3         | 3   | 3   | 3     | 2   | 14    | 56      |
| 20 | MIF | 5         | 5   | 4   | 4     | 4   | 22    | 88      |
| 21 | MIL | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 22 | NAA | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 23 | NAR | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 24 | NAS | 3         | 3   | 3   | 3     | 3   | 15    | 60      |
| 25 | NRS | 4         | 4   | 4   | 3     | 3   | 18    | 72      |
| 26 | NHM | 5         | 5   | 5   | 5     | 4   | 24    | 96      |
| 27 | STK | 4         | 4   | 4   | 4     | 3   | 19    | 76      |
| 28 | SAH | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 29 | SRI | 3         | 2   | 2   | 2     | 2   | 11    | 44      |
| 30 | SAM | 3         | 3   | 2   | 2     | 2   | 12    | 48      |
| 31 | TAK | 4         | 4   | 4   | 3     | 3   | 18    | 72      |
| 32 | UAR | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 33 | VCC | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 34 | WAM | 3         | 2   | 2   | 2     | 2   | 11    | 45      |
| 35 | ZMI | 4         | 4   | 4   | 3     | 3   | 18    | 72      |
| 36 | NFH | 3         | 3   | 2   | 2     | 2   | 12    | 48      |

**Table of Score Classifies Students****Post-test**

| No | ID  | Indikator |     |     |       |     | Total | Konvers |
|----|-----|-----------|-----|-----|-------|-----|-------|---------|
|    |     | Contens   | Org | L.U | Vocab | Mec |       |         |
| 1  | AFT | 5         | 4   | 4   | 4     | 4   | 21    | 84      |
| 2  | AMS | 4         | 4   | 4   | 3     | 3   | 18    | 74      |
| 3  | ADI | 5         | 5   | 5   | 5     | 5   | 25    | 100     |
| 4  | AKD | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 5  | AND | 5         | 5   | 5   | 4     | 4   | 23    | 92      |
| 6  | AHK | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 7  | ALF | 4         | 4   | 4   | 3     | 3   | 18    | 72      |
| 8  | AFA | 5         | 5   | 5   | 5     | 5   | 25    | 100     |
| 9  | AAH | 5         | 5   | 5   | 4     | 4   | 23    | 92      |
| 10 | ANA | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 11 | AAP | 5         | 4   | 4   | 4     | 4   | 21    | 84      |
| 12 | AHD | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 13 | ALA | 5         | 5   | 5   | 5     | 4   | 24    | 96      |
| 14 | AIM | 5         | 4   | 4   | 4     | 4   | 21    | 84      |
| 15 | DWA | 5         | 5   | 5   | 4     | 4   | 23    | 92      |
| 16 | MKR | 4         | 4   | 4   | 3     | 3   | 18    | 72      |
| 17 | MAA | 5         | 5   | 5   | 5     | 4   | 24    | 96      |
| 18 | MFN | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 19 | MFB | 4         | 4   | 4   | 4     | 3   | 19    | 76      |
| 20 | MIF | 5         | 5   | 4   | 4     | 4   | 22    | 90      |
| 21 | MIL | 5         | 4   | 4   | 4     | 4   | 21    | 84      |
| 22 | NAA | 5         | 5   | 5   | 5     | 4   | 24    | 96      |
| 23 | NAR | 5         | 5   | 5   | 5     | 5   | 25    | 100     |
| 24 | NAS | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 25 | NRS | 5         | 5   | 5   | 5     | 4   | 24    | 96      |
| 26 | NHM | 5         | 5   | 5   | 4     | 4   | 23    | 92      |
| 27 | STK | 4         | 4   | 5   | 5     | 4   | 20    | 80      |
| 28 | SAH | 5         | 5   | 4   | 3     | 3   | 24    | 96      |
| 29 | SRI | 4         | 4   | 3   | 3     | 3   | 18    | 72      |
| 30 | SAM | 4         | 4   | 4   | 3     | 3   | 17    | 68      |
| 31 | TAK | 4         | 4   | 4   | 4     | 3   | 18    | 72      |
| 32 | UAR | 4         | 4   | 5   | 5     | 4   | 19    | 76      |
| 33 | VCC | 5         | 5   | 3   | 3     | 3   | 24    | 96      |
| 34 | WAM | 4         | 4   | 3   | 3     | 3   | 17    | 68      |
| 35 | ZMI | 4         | 4   | 4   | 4     | 4   | 20    | 80      |
| 36 | NFH | 5         | 5   | 4   | 4     | 4   | 22    | 88      |

## Documentation



## Virtue of Consultant Degree



DEKAN FAKULTAS TARBIYAH  
NOMOR : B-4626/In.39/FTAR.01/PP.00.9/12/2024

### TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA  
DENGAN RAHMAT TUHAN YANG MAHA ESA  
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE

- Menimbang**
- Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2024
  - Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk disertai tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.
- Mengingat**
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
  - Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
  - Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
  - Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
  - Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
  - Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
  - Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
  - Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
  - Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
  - Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** :
- Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024
  - Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 TAHUN 2024 Tahun 2024, tanggal 22 Januari 2024 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;
- MEMUTUSKAN**
- Menetapkan** :
- Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2024
  - Menunjuk saudara: **Nurul Hasanah, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :  
Nama Mahasiswa : RATU FELISHA FITRI  
NIM : 2020203888203007  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Improving Writing Skill of The First Year Student of SMAN 1 Barru by Using Clustering
  - Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
  - Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
  - Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare  
Pada tanggal 19 Desember 2024  
Dekan,



Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010

## Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 9110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

Nomor : B-3876/ln.39/FTAR.01/PP.00.9/11/2025  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Pelaksanaan Penelitian

26 November 2025

Yth. BUPATI BARRU  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KAB. BARRU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : RATU FELISHA FITRI  
Tempat/Tgl. Lahir : BALLEWE, 22 November 2002  
NIM : 2020203888203007  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : XI (Sebelas)  
Alamat : BALLEWE

Bermaksud akan mengadakan penelitian di wilayah BUPATI BARRU dalam rangka penyusunan Skripsi yang berjudul :

IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT SMAN 1 BARUU USING CLUSTERING TECHNIQUE

Pelaksanaan penelitian ini direncanakan pada tanggal 26 November 2025 sampai dengan tanggal 26 Desember 2025.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

## Letter of Research Completion



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI I BARRU**

Alamat : Jln. Jend. Sudirman No. 32 Telp. 21067 Barru Fax. (0427)21067  
Email : smabar64@gmail.com

**SURAT KETERANGAN PENELITIAN**  
NOMOR: 421.3/596/UPTSMAN1/BR/DISDIK

Berdasarkan Surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare  
Nomor: 559/P/DPMPTSP/IXX/2025 Tanggal 04 Desember 2025 Perihal izin Penelitian.

Maka kepada yang tersebut namanya di bawah ini:

Nama : RATU FELISHA FITRI  
Nomor Pokok : 2020203888203007  
Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Pekerjaan / Lembaga : MAHASISWA S1  
Alamat : BALLEWE

Benar telah melakukan penelitian pada SMAN 1 Barru pada tanggal 04 s.d 24  
Desember 2025 dalam rangka penyusunan SKRIPSI dengan judul:

**IMPROVING TENTH GRADE STUDENTS' NARRATIVE WRITING SKILL AT SMAN 1  
BARRU USING CLUSTERING TECHNIQUE**

Demikian Surat Keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Barru, 24 Desember 2025  
Kepala UPT SMAN I Barru



**ROSMAN, S.Pd., MM**  
Pembina Tingkat 1  
NIP. 19711102 199512 1 001

## CURRICULUM VITAE



**RATU FELISHA FITRI**, the author was born on November 22, 2002 in Ballewe, Barru Regency, South Sulawesi, Indonesia. She is the first child of Jumadil and Hawaena. She started her education at Elementary School at SD Negeri Ballewe and graduated in 2014. In the same year, she continued her education at Junior High School at SMP Negeri 9 Parepare and completed her education there in 2017. After that, she continued her education at SMA Negeri 1 Barru which she graduated in 2020. In 2020, she decided to continue her education at the State Islamic Institute (IAIN) Parepare. She completed

her thesis entitled “Improving Tenth Grade Students’ Narrative Writing Skill at SMAN 1 Barru Using Clustering Technique” in 2026.