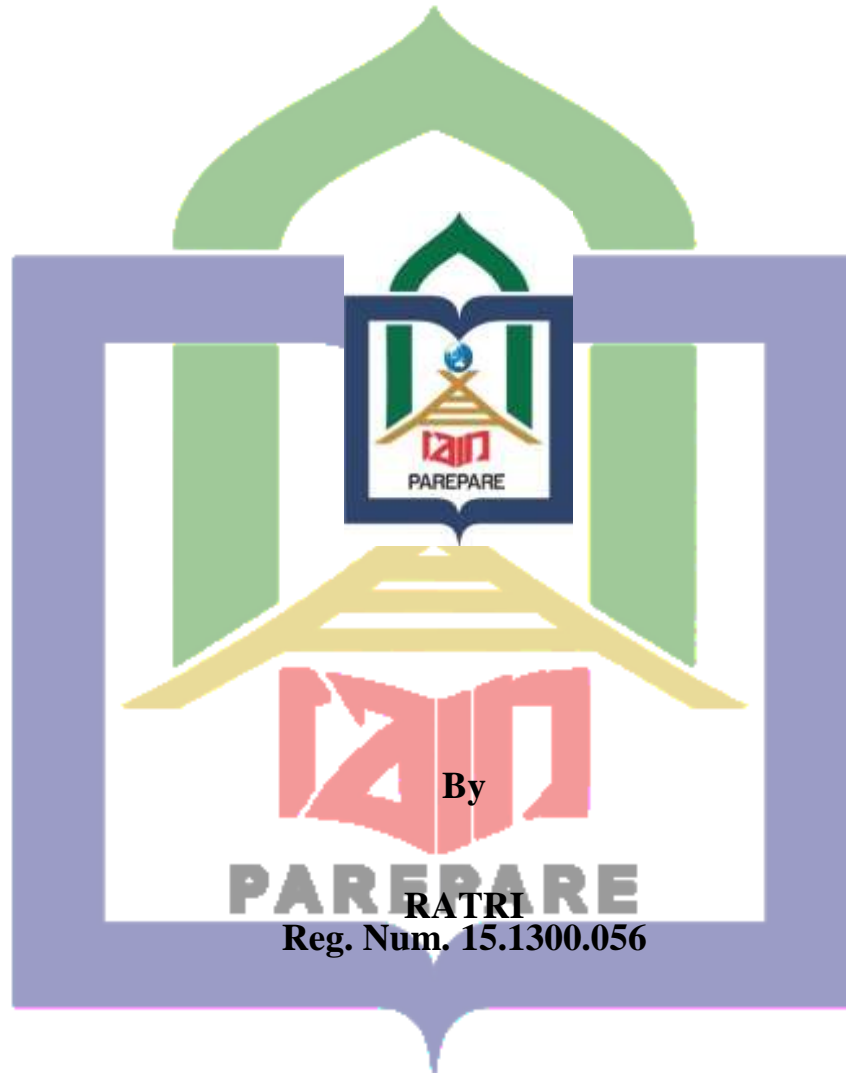


**SKRIPSI**

**INCREASING STUDENTS' SKILL TO WRITE DESCRIPTIVE  
PARAGRAPH AT THE EIGHT GRADE STUDENTS OF UPT  
SMPN 1 PATAMPANUA THROUGH CLUSTERING  
TECHNIQUE**

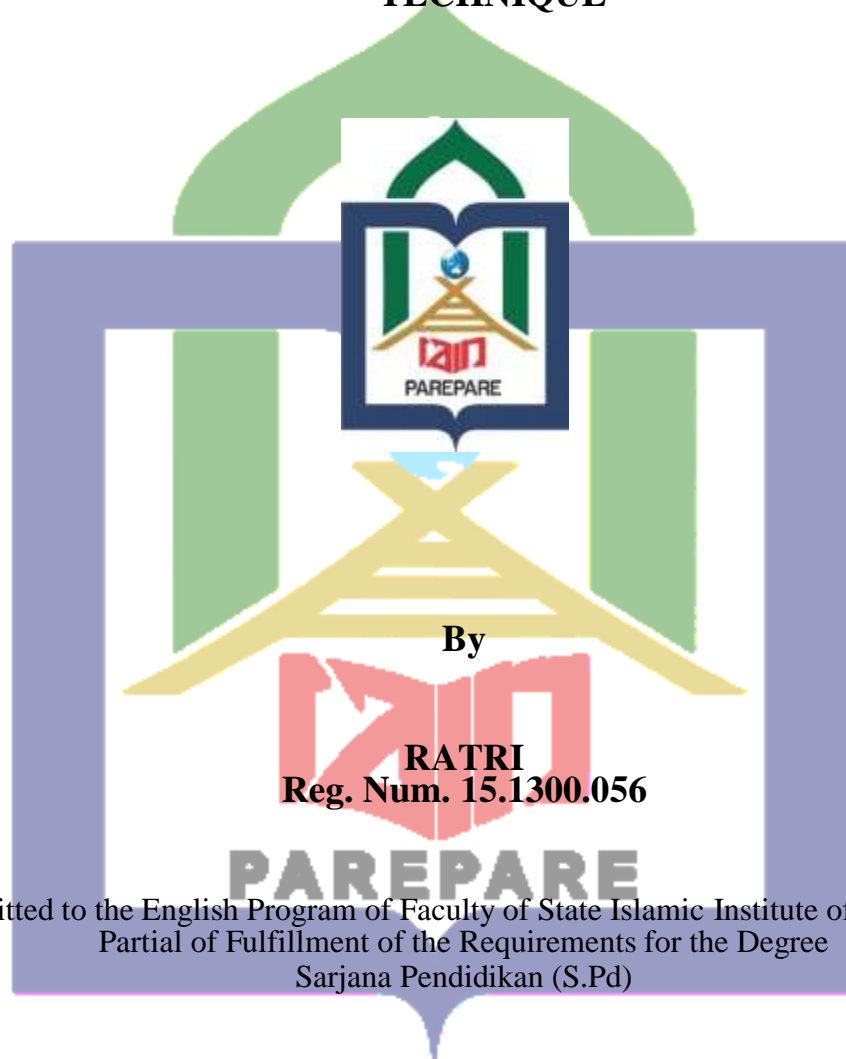


**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

**SKRIPSI**

**INCREASING STUDENTS' SKILL TO WRITE DESCRIPTIVE  
PARAGRAPH AT THE EIGHT GRADE STUDENTS OF UPT  
SMPN 1 PATAMPANUA THROUGH CLUSTERING  
TECHNIQUE**



**By**

**RATRI  
Reg. Num. 15.1300.056**

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

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

**INCREASING STUDENTS' SKILL TO WRITE DESCRIPTIVE  
PARAGRAPH AT THE EIGHT GRADE STUDENTS OF UPT  
SMPN 1 PATAMPANUA THROUGH CLUSTERING  
TECHNIQUE**

**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)**

**English Education Program**

**Submitted by**

**RATRI**

**Reg. Num. 15.1300.056**

**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

iii


## ENDORSEMENT OF CONSULTANT COMMISSIONS


Name of Student : Ratri  
The Title of Skripsi : Increasing Students' Skill to Write Descriptive paragraph at the Eight Grade Students of SMP Negeri 1 Patampanua through Clustering Technique  
Student Reg. Number : 15.1300.056  
Faculty : Tarbiyah  
Study Program : English Education  
By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty  
Num B.838/3828/In. 39/Tar/A-085/11/2018

Has been legalized by

Consultant : Hj. Nurhamdah, S.Ag., M.Pd. (.....)  
Nip. : 19731116 199803 2 007  
Co- Consultant : Dr. Magdahalena, M.Hum. (.....)  
Nip. : 19700320 200501 2 006

Approved by:

Tarbiyah Faculty  
Dean,  
  
/ Dr. H. Saepudin, S.Ag., M. Pd.  
Nip. 19721216 199903 1 001



**SKRIPSI**

**INCREASING STUDENTS' SKILL TO WRITE DESCRIPTIVE  
PARAGRAPH AT THE EIGHT GRADE STUDENTS OF UPT  
SMPN 1 PATAMPANUA THROUGH CLUSTERING  
TECHNIQUE**

Submitted by

RATRI  
Reg. Num. 15.1300.056

Had been examined of September, 19<sup>th</sup>, 2019 and had been declared  
That it fulfilled the requirements

Approved by

Consultant Commissions

Consultant : Hj. Nurhamdah, S.Ag., M.Pd.  
Nip : 19731116 199803 2 007

Co- Consultant : Dr. Magdahalena, M.Hum.  
Nip : 19700320 200501 2 006




(.....)  
(.....)

State Islamic Institute Parepare  
Rector,



Dr. Ahmad Sultra Rustan, M.Si.  
Nip.19640427 198703 1 002

Tarbiyah Faculty  
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.  
Nip. 19721216 199903 1 001

## ENDORESMENT OF EXAMINER COMISSIONS

The Tittle of Skripsi : Increasing Students' Skill to Write Descriptive Paragraph at the Eight Grade Students of UPT SMP Negeri 1 Patampanua Through Clustering Technique

Name of the Student : Ratri

Student Reg. Number : 15.1300.056

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty  
Num B.838/3828/In. 39/Tar/A-085/11/2018

Date of Graduation : September 19<sup>th</sup>, 2019

### Approved Examiner Commissions

Hj. Nurhamdah., S.Ag., M.Pd.

(Chairman)

(.....)

Dr. Magdahalena, M.Hum.

(Secretary)

(.....)

Dr. H. Saepudin, S. Ag., M.Pd.

(Member)

(.....)

Dra. Hj. Nanning, M.Pd.

(Member)

(.....)

Cognizant of:

State Islamic Institute of Parepare  
Rector

  
Dr. Ahmad Sultra Rustan, M.Si.  
Nip.19640427 198703 1 002



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabbilalamin, the writer would like to express her gratitude to the God Allah swt. to be the one transcendent creator, lord and master of all that it, who has given the writer good health, blessing, mercy and finish the skripsi. Salawat and salam to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

The writer wants to thank a lot to all people who have supported and helped her. He realizes that without their support and help, she could not be able to finish this “Skripsi”. So In this opportunity, the writer would like to express especially thanks to his beloved parents and family who have given endless love, advice, support and pray to God for writer’s success.

In this opportunity, the researcher would like to express her gratitude to Hj. Nurhamdah, S.Ag. M.Pd. as the first consultant and Dr. Magdahalena, M, Hum as the second consultant who have patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this skripsi.

The writer realizes that it would be possible for her when the process of the study until she finishes her study without many contributions, support, and help from the other. The writer would like to express her deep gratitude and appreciation to the following:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. H. Saepudin, S.Ag., M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.
3. Mujahidah, M.Pd. as the Chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during his study in IAIN Parepare.
5. H. Mustafa, S.Pd., M.Pd. As the Headmaster of SMPN 1 Patampanua who has allowed the writer to conduct and observe the research at the school.
6. Polina sandy payung, S.Pd. as the English Teacher of UPT SMPN 1 Patampanua who has given the writer advices and change in teaching and doing the research.
7. The writer wants to give her sincerest gratitude to her beloved parents, Burhan and Radi for their supporting and always pray for him until the Degree of Strata-I (S1), and his beloved sisters who have given him strengths and motivation to pass this study.

Finally, the writer realize that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, september 19<sup>th</sup> 2019

The writer,



RATRI  
Reg Num. 15.1300.056



## DECLARATION ON THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : RATRI  
NIM : 15.1300.056  
Birthday date and place : PINRANG, 21 June 1998  
Study program : Study English Education  
Faculty : Tarbiyah Facult  
Title of skripsi : Increasing Students' Skill to Write Descriptive paragraph at the Eight Grade Students of UPT SMP Negeri 1 Patampanua Through Clustering technique.

State that this skripsi is her own writing and If can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, september 19<sup>th</sup> 2019

The writer,



RATRI  
Reg Num. 15.1300.056

## ABSTRACT

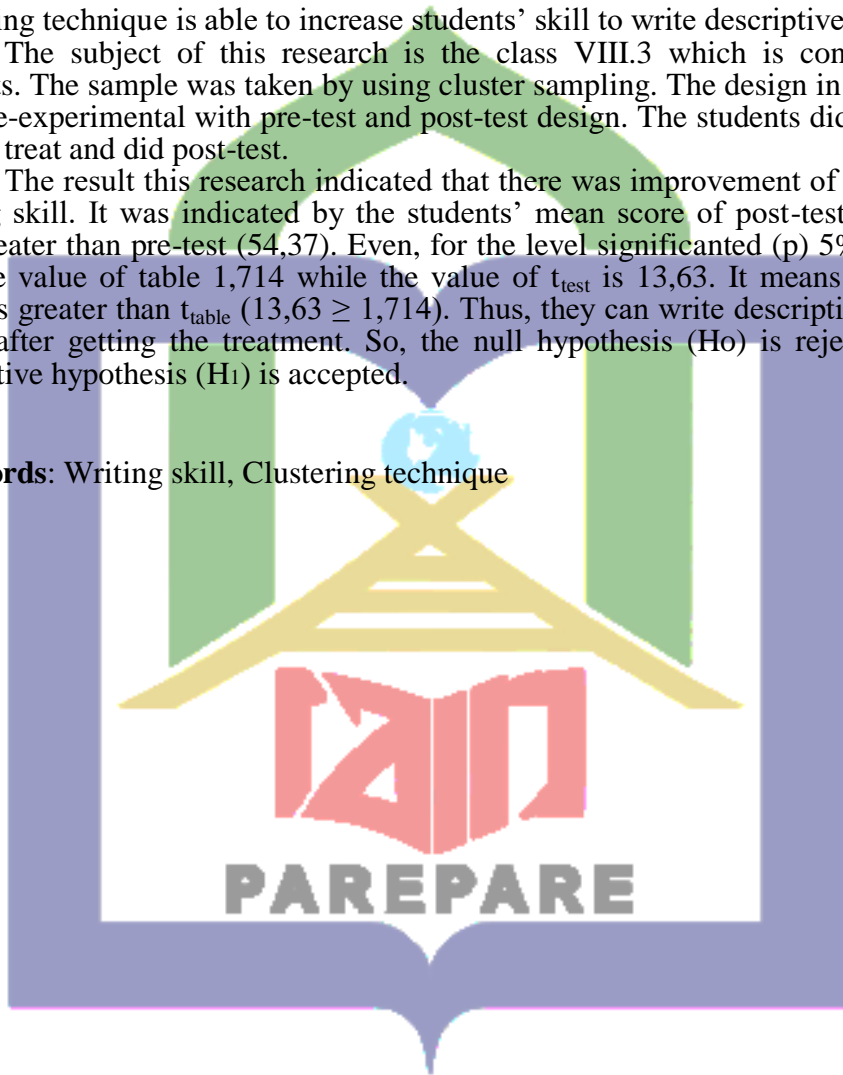
**RATRI, 2019.** *Increasing Students' Skill to Write Descriptive Paragraph at the Eight Grade Students of SMPN 1 Patampanua Through Clustering Technique* (supervised by Hj. Nurhamdah and Magdahalena).

This study was conducted to increase students writing skill at the eight grade students of UPT SMPN 1 Patampanua through clustering technique. It aimed whether clustering technique is able to increase students' skill to write descriptive paragraph.

The subject of this research is the class VIII.3 which is consisted of 24 students. The sample was taken by using cluster sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treat and did post-test.

The result this research indicated that there was improvement of the students' writing skill. It was indicated by the students' mean score of post-test (83,54) that was greater than pre-test (54,37). Even, for the level significanted (p) 5% and  $df=23$ , and the value of table 1,714 while the value of  $t_{test}$  is 13,63. It means that, the  $t_{test}$  value is greater than  $t_{table}$  ( $13,63 \geq 1,714$ ). Thus, they can write descriptive paragraph better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

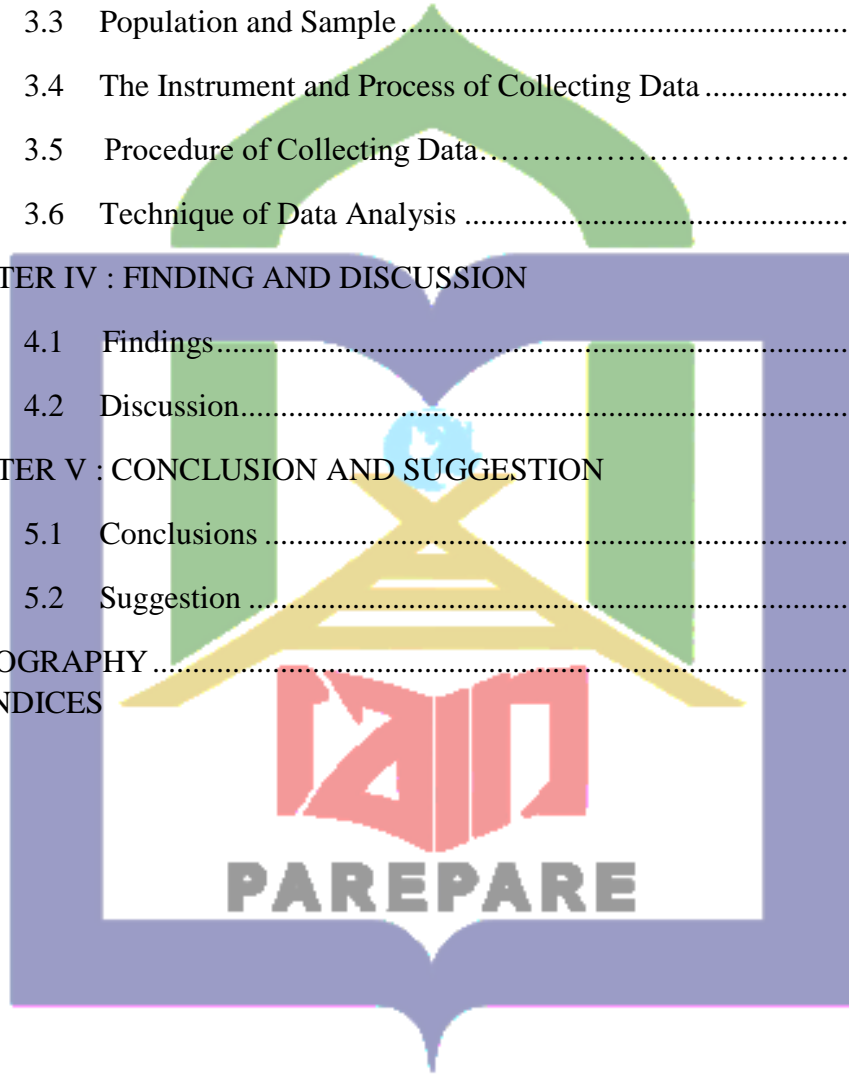
**Keywords:** Writing skill, Clustering technique



**TABLE OF CONTENTS**

COVER .....	i
COVER OF TITLE .....	ii
SUBMISSION PAGE .....	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	iv
APPROVED OF CONSULTAN COMMISSION .....	v
ENDORSEMENT OF EXAMINER OF COMMISSIONS .....	vi
ACKNOWLEDGEMENT .....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	ix
ABSTRACT .....	x
TABLE OF CONTENTS .....	xi
LIST OF TABLE .....	xiii
LIST OF FIGURES .....	xiv
LIST OF APPENDICES .....	xv
<b>CHAPTER I: INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problem Statement .....	4
1.3 Objective of the Research .....	4
1.4 Significant of the Research .....	4
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	
2.1 Some Pertinent Ideas .....	5
2.2 Previous Research Findings .....	25
2.3 Conceptual Framework .....	29
2.4 Hypotesis .....	30

2.5	Variable and Operational Definition .....	30
<b>CHAPTER III : RESEARCH METHOD</b>		
3.1	Research Design .....	31
3.2	Location and Duration of the Research .....	31
3.3	Population and Sample .....	32
3.4	The Instrument and Process of Collecting Data .....	33
3.5	Procedure of Collecting Data .....	33
3.6	Technique of Data Analysis .....	35
<b>CHAPTER IV : FINDING AND DISCUSSION</b>		
4.1	Findings .....	41
4.2	Discussion .....	52
<b>CHAPTER V : CONCLUSION AND SUGGESTION</b>		
5.1	Conclusions .....	59
5.2	Suggestion .....	60
<b>BIBLIOGRAPHY</b> .....		61
<b>APPENDICES</b>		



## LIST OF TABLES

Number of Tables	Title of Tables	Pages
3.1	The Total Students of UPT SMP Negeri Patampanua	31
3.2	Classification Students' Score	32
4.1	The Students' Score in Pre-test based on Aspect of Writing	42
4.2	The Students' Score in Pre-test	43
4.3	The Students' Score in Post-test based on Aspect of writing	45
4.4	The Students Score in Post-test	
4.5	The Mean Score and Standard Deviation of the Pre-test and Post-test	46
4.6	The Rate percentage of the Frequency of Pre-test and post-test	48
4.7	The Worksheet of the Calculation of the Score on Pre-test and post-test	49
4.8	The Test of Significant	51

## LIST OF FIGURES

Figure's Number	Name of Figures	page
4.1	The Conceptual Framework of the Reasearch	23
4.2	The Formula of the Research Design	31





## LIST OF APPENDICES

<b>Number</b>	<b>The Title of Appendices</b>	<b>Page</b>
1	Students' Score of Pre-test	42
2	The Students' Score of Post-test	43
3	The T-test Value	49
4	Instrument of the Pre-test	71
5	Lesson Plan	72
6	Instrument of Post-test	94
7	Students Writing Ability in Pre-test	95
8	Students Writing Ability in Post-test	99
9	Distribution of T-Table	104
10	Documentation	105

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Writing is a form of thinking which is poured in words that are easier to understand. We cannot deny that writing is the difficult of the four major language skills. Mistakes that often occur in writing are vocabulary. Vocabulary is one of language aspect dealing with the process of writing. The writer always think to get ideas and string words into sentences and then put a sentence into paragraphs until they can write. We cannot write or express our idea if we are lack of vocabulary. Therefore, the student will difficult in writing because they are lack of vocabulary.

Richard and Renandya state that “Writing is the most difficult skill for second language learners to master. The difficulty not only in generating and organizing ideas, but also in translating these ideas into readable text”.<sup>1</sup> So, writing needs specialized skill that includes the ability to express thought clearly and efficiently.

The form of writing most people use are writing note, novel, letter, poetry and job application. In general, writing is usually considered as the most frustrating to master for the students who are learning English, and so it needs to develop further. In the process of teaching and learning writing, the teacher usually asked the students to write sentence as many as they can, but they should not understand how to make their students write well. This fact encouraged the researcher to focus on helping the students how to write effectively, especially descriptive paragraph.

---

<sup>1</sup>Richards and Renandya, *Methodology In Language Teaching : An Anthology of Current Practice* (New York: Cambridge University Press 2002), p. 303.

Descriptive paragraph is told about something looks, feels, tastes or smell like. It may evoke moods such as happiness, loneliness, or fear.<sup>1</sup> However, not all students like the strategy which is given by their teacher. In fact, learning English with the same teaching strategy makes the students bored. In writing, sometimes the students have the lack of idea. That is why teachers need various methods which should encourage creativity and sense of the students writing. The teacher also used to develop students creativity in learning English, especially in writing activity.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching learning process. There are a lot of methods and techniques to get the English teaching effectively.

According to Edward Anthony in Richards identified that technique is implementation-that which actually takes place in classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.<sup>2</sup>

To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term “Clustering Technique”. Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. According to John Langan, clustering technique also known as

---

<sup>1</sup>Abisamra Nada. *Teaching Writing: Approach and Activities*(Yogyakarta: PT. Pustaka Insan Madani, 2001), p. 54.

<sup>2</sup>Jack C. Richards and Theodore S. Rodgers, *Approach and Methods...*, p.15.

diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occur to you.<sup>3</sup> The clustering technique can motivate the students to write and to stimulus their ideas. Beside that, this technique will help the students to organize their thinking before they develop in a paragraph.

In UPT SMPN 1 Patampanua, there are many students who have difficulty writing descriptive paragraph because students are lack of the ideas when they are writing. It was showed some of the students of UPT SMPN 1 Patampanua get score in under 70 (Minimum achievement criteria). It was proved by the students' score. In teaching writing, English teacher should take some considerations to use any other technique can be well placed to achieve good. In relation with the problem, the researcher tried to give solution in increasing writing for the eighth grade students through clustering technique.

For these reasons, the researcher is interested the students skill to write descriptive paragraph through clustering technique at eight grade of UPT SMPN 1 Patampanua.

---

<sup>3</sup>John Langan, *English Skills Edition* (New York: McGraw-Hill Companies, inc, 2001), p. 25.

### 1.1 Problem statement

Is clustering technique able to increase students skill to write descriptive paragraph at eight grade of UPT SMPN 1 Patampanua?

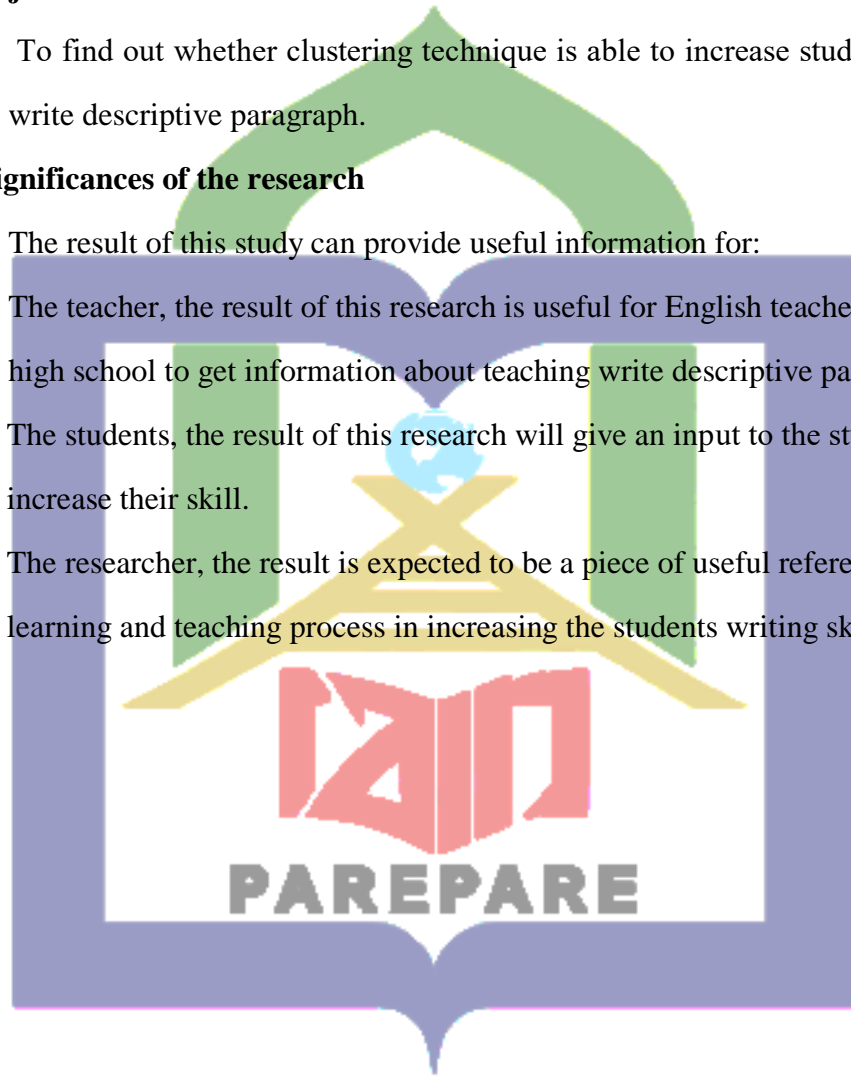
### 1.2 Objectives of the Research

To find out whether clustering technique is able to increase students' skill to write descriptive paragraph.

### 1.3 Significances of the research

The result of this study can provide useful information for:

1. The teacher, the result of this research is useful for English teacher at junior high school to get information about teaching write descriptive paragraph.
2. The students, the result of this research will give an input to the student's to increase their skill.
3. The researcher, the result is expected to be a piece of useful references toward learning and teaching process in increasing the students writing skill.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

This part presents some pertinent ideas, previous related research findings, conceptual framework, and hypothesis.

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Writing

There are some part will be explained here, they are definition of writing, the importance of writing, the component of writing, writing process, genre in writing.

##### 2.1.1.1 Definition of writing

Writing is very important in education today, so everyone wants to know the best way to teach it. Writing is an important ability that is used to persuade and describe. One of the most effective and personal means of communicating with others is the written word. There are some linguists convey their ideas about writing skills.

Oshima and Ann defined writing as an expression of ideas that need some process such as thinking writing, reading, correcting, and revising. People have to realize that what they write are satisfied that your writing express exactly what you want to say.<sup>1</sup>

Writing is a process of synthesis. As you write, you used words and information to submit your viewpoint in a coherent whole, an essay. But writing draws on impulse as well as reasoning, on emotion as well as fast and memory.<sup>2</sup> This statement indicates that writing is one of language skill which is used to

---

<sup>1</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Lonman, 2007), p. 15.

<sup>2</sup>H. Ramsley Fowler, *The Little Hand Book* (Boston: Little, Brown, 2001), p. 3.



communication indirectly, it means that we do not face to face with other to communicate but we communicate with media like as pen or pencil. So, writing can be called as a productive ability beside speaking.

Writing teachers should be creative to make interesting activities to help students improve their writing skill. Creating interesting prewriting activities is one way to engage students, to writing activities. There are plenty options of activities teachers can present to students; some of them have been tested the effectivity in writing classrooms: asking questions, discussing an interesting topic, taking notes, free writing, clustering, brainstorming, grouping, doing busy group, outlining, completing, notes based on pictures, making a list, making idea map, categorizing, and classifying. The use of prewriting activities as part of a process of writing have been proved effective to improve student's writing skill by some researchers<sup>1</sup>.

According to Heaton there are five abilities necessary for writing. They are:<sup>2</sup>

1. Language use: the ability to write corresponding sentences;
2. Mechanical abilities: the ability to properly use convection is typically written language;
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
4. Stylistic abilities: the ability to manipulate sentences and paragraph, and use language effectively;

---

<sup>1</sup>Magdahalena, *The Use of Prewriting Methods to Develop EFL Students' Competence in Writing* (Stain Parepare, 2016), p. 23.

<sup>2</sup>J. B. Heaton, *Writing Language Test* (New York: Longman Group, 1988), p. 135.

5. Judgment abilities: the ability in writing appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing could be interpreted as the act of forming a character on paper or other suitable material with a pen or pencil. Hornby said in his book that writing is the activity occupation of writing e.g. books, stories, or articles; written works, e.g. stories or essay; the general activity or ability of writing.<sup>3</sup>

Based on the pertinent ideas above, the researcher concluded that writing is one way to deliver information to audience in writing form and writing abilities to produce written message. There are many rules and aspects that should be considered by learners in order to readers comprehend about the text.

#### **2.1.1.2 The Importance of Writing**

Generally, writing has become a popular part on people's everyday life. In almost of life, writing in whatever form it be, is proved to be an effective way of communication. For example, people should understand about written works in their life such as simple notices at shopping centers, printed media such as newspaper and magazine; educational and scientific sources like books, journals, and encyclopedia, and literary works such as novel and poem. They show us that writing serves in any different forms and gives essential function in day-by-day activities. It can imagine how hard people carry out their duties without writing. Surely, there will be too much information untold and lot of knowledge will be left.

---

<sup>3</sup>A, S Hornby, Oxford Learner's Dictionary (New York: Oxford University Press, 1995), p. 1383.

The fact that writing ability clearly gives many advantages to people, it suggests that having good writing ability will give many benefits to them. In addition, being able to take a part in today's information culture, writers can express themselves well through writing; they can communicate their ideas, thoughts, feelings, and experiences at the same times. Losing the opportunity to learn to write is expelled from a variety of social roles including those most people in industrial societies associated with power and prestige.<sup>4</sup> This shows that writing is closely related to the society.

To develop ability in writing, considered to know the importance of demonstrating progress, which are:

1. The writing programmed should continue to provide opportunities for reinforcing language learned orally
2. The writing program should be designed to include a greater range of the resources of the written language
3. The amount of control over at the learners write should be reduced
4. The range of communication tasks should be extended<sup>5</sup>

When the students realize of these are which in developing the writing ability, it should be help them to improve their writing. Some explanations explain how important the writing ability and it will help the students to keep in mind some of the many importance of writing.

---

<sup>4</sup>Harmer, *How To Teach Writing* (London: Longman, 2004), p. 3.

<sup>5</sup>Donn Byrne, *Teaching Writing Abilities*. New Edition ( Longman Group UK Limited, 1988), p. 48.

### 2.1.1.3 The Component of Writing

Jacobs in Salman point out five significant components of writing namely: content, organization, vocabulary language use and mechanics.

#### 1. Content

There are four things that can be measured in connecting with content. The composition should contain one central purpose only, should be unity, should have coherence and continuity and should be adequately developed.

#### 2. Organization

The purpose of organization material in writing involves coherence, order of importance general to specific, specific to general, chronological order and spatial order of pattern.

#### 3. Vocabulary

Vocabulary is one language aspect dealing with the process of writing study. In the process of writing the writer always thinks about putting word into sentences and putting sentences into paragraph until they can create a piece of writing.

#### 4. Language use

Language is writing description and other form of writing involves connect language and point of grammar. The learners should be able to do anything more than letter separate items of language for separate function. The grammar can help the students improve the use of formal language.

#### 5. Mechanics

Mechanics in writing deals with capitalization, spelling and punctuation. Capital letters have principal uses in English writing. This may be used distinguish between particular and general classes of person, places and thing.

Based on the ideas, the researcher concludes that writing is a process to express the ideas, thoughts and feelings or experiences of the author using a conventional system so, the reader understands the message. There are many rules that must be considered by students in order to understand the text, things that must be considered are content, organization, vocabulary, language use and mechanics.

#### **2.1.1.4 Writing Process**

Teaching writing focused not only on a product of writing itself but also on the process of writing. Writing process is a process which writer begins to write down their ideas on the paper which is valuable to the whole learning process. To create a good writing, the students have to aware of the grammatical rules and choose an appropriate vocabulary as well as they should aware the coherent and cohesion. It is because of writing is one a way that students act in which they take any ideas and transform them into self-initiated topics. So, it becomes a basis of students to formulate the goals first then plan it for creating and organizing the composition into writing.

In writing process, there are pre-writing activities that help the students get ready to write composition. Oshima and Ann said in their book that the process of writing consists of four step, those are pre-writing, organizing, writing, a draft, and the last step are polishing the draft by editing and revising.<sup>6</sup> Activities that help the students get ready to write then try to write their ideas into paragraph after that guidance in revising their writing finally, activities for editing and proofreading their writing.

---

<sup>6</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Longman, 2007), p. 15.

Besides that, according to Jeremy Harmer, there are four principles in writing process:

#### 1. Planning

It seems with pre-writing. Students should have plan first what they are going to write, the most creative step and most of the students develop a preferred way to organize their thoughts. And in planning students have to consider the purpose of their writing, think of that their writing will be able to appropriate the readers than they should consider the content structure. Planning or pre-writing also can be defined as a way to warming up the brain before writing.

#### 2. Drafting

The first part in writing is called draft. The writer should open their idea in their mind that has been planned as a guide to writing. This principle needs an editing for correcting the text.

#### 3. Editing

It is impossible to write a success writing in a first change. The first chance can be called as a first draft. Perhaps that any ideas or some information is not clear or the discourse marker is wrong. The way to avoid that is revising the draft, called editing.

#### 4. Final Version

Once writers have edited their draft then they make a change they considered to be necessary, they produce the final version. That's all some explanation about the writing process.<sup>7</sup>

---

<sup>7</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2001), p. 4.



The goal of these steps is not to provide you with a formulaic method of approaching writing; these steps should serve as a general guideline for how to begin generating good text. Ultimately, it is only through time and patience that proficient writers come upon the process of writing that works best for them.

### 2.1.1.5 Genre in Writing

In this part, genre in writing is a part of genre in language use. Simply that genre in writing is a kind or type of writing in which has a typical style, particular target of readers and specific purpose.<sup>8</sup> It could be said that genre writing covers about three main aspects is called writing style, readers, and goal oriented. Writing is not only express the idea, information, or messages in grammatical sentences but the all need to order in a text that is conventionally agreed by the language use.

Concerning above statement, genre in writing can be defined as a text type that has function as a frame of reference so that writing text can be effectively. Based on the Communicative purpose, text is divided into several types of writes:

1. Narration is the form of writing used to relate the story of acts or events. Narration places occurrence in time and tell what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in conversation.
2. Description reproduces the way thing look, smell, taste, feel, or sound; it may also evoke mood, such as happiness, loneliness, or fear. It used to create a visual image of people, places, even of units of time-days, time of day or season. It may tell about the people's character or personality.

---

<sup>8</sup>Wy. Dirgeyasa, "English and Literature Department, Faculty of languages and Arts, Universitas Negeri Medan, Indonesia: Genre-Based Approach: What and How to Teach and to Learn Writing" (Canadian Center of Science and Education 9, no. 9, 2016), p. 46.

3. Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional materials. Used in combination with narrative, exposition supports and illustrates.
4. Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.<sup>9</sup>

Based on explanation above, the researcher could conclude that there were many types of writing. The form of writing used to tell or relate is called narration, that use to describe is called description, that used to explain is called exposition, that used to argue is called argumentation.

## **2.1.2 The Concept of Paragraph**

### **2.1.2.1 Definition of Paragraph**

Oshima and Hogue state that a paragraph is made of three kinds of sentences that develop the writers' main idea, opinion or feeling about a subject. These sentences are the topic sentence, supporting sentences, and concluding sentences. And the writer may add a final comment after the conclusion.<sup>10</sup>

Saraka states that there are four main characteristics of an effective paragraph, namely unity, completeness, order and coherence.<sup>11</sup>

#### 1) Unity

<sup>9</sup>George E. Wishon, *Let's write English* (New York: Litton Educational publishing. Inc, 1980), p. 377.

<sup>10</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing: Second Edition* (edition wesley longman, 1997), p. 71.

<sup>11</sup>Saraka, *From Paragraph To Essay Through Models And Exercise* (Jakarta: Depdikbud,1998), p. 21.

A paragraph has unity if every sentence develops one central idea. A paragraph doesn't have unity if initial sentence that not develop or support the main idea of the paragraph unity means oneness. The oneness of paragraph is derived from the development one of idea.

## 2) Completeness

A complete paragraph provides information well enough develop to convince the reader of its truths.

## 3) Order

Order in paragraph can be achieved by presenting the information of paragraph in a desirable sequence. The order of paragraph depends on the subject matter, and the purpose of writing.

## 4) Coherence

The word "coherence" means sticking together and paragraph should stick together too. That's why the reader must be able to follow a long from sentence within the paragraph and from paragraph to paragraph all the sentences logically follows the order.

So, paragraph is series of sentences that form a unity of ideas. The paragraph has two elements, namely the main sentence and the explanatory sentence. The essence of a paragraph lies in the main sentence, while the explanatory sentence, serves to explain the ideas in the main sentence. To make good paragraphs, we cannot just write without regard to the composition and requirements of the paragraph. To write a good paragraph requires the integration of all the requirements that a paragraph must have such as unity, completeness, order and coherence.

### **2.1.2.2 Main Part of Paragraph**

Oshima statement that classifies three main parts of paragraph namely: topic sentence, supporting sentences, and concluding sentence.

#### **2.1.2.2.1 Topic sentence**

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject the controlling idea, the writer's main idea, opinion, or feeling about that topic. The topic is sentence a complete sentence. It has three parts: a subject, a verb, and a controlling idea. The topic sentence tells the readers what the paragraph is about.

#### **2.1.2.2.2 Supporting sentence**

The supporting sentence by giving specific details about the topic. The supporting sentence that follow a topic sentence should develop the main idea of the paragraph.

#### **2.1.2.2.3 Concluding sentence**

This sentence tells the reader that paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentence reminds the reader of the topic sentence.

So, arranging the paragraph well and accordingly, what is needed is an accuracy and management of the right words. Arranging a paragraph must be as effective as possible and can convey the main ideas clearly so that they are easy to understand.

### **2.1.2.3 Unit of the Paragraph**

The unit of the paragraph is the sentences that can be divided into three parts:

1. Introductory, actually called by the topic sentences. The function is to introduce one main topic and one controlling idea.
2. Body, it contains of several sentences. They function to elaborate, prove, disprove or define the topic sentence and they are called as the supporting sentences, each supporting sentences can have one or more sub-supporting sentences. Each of them is directly related to its supporting sentences, but indirectly related to the topic sentences.
3. Ending, it is also called the concluding sentences. It functions to complete the paragraph. This sentence is formulated by restating the topic sentences with synonyms or some related words. Another way to write the concluding sentences is by summarizing the main points discussed in the body of a paragraph.<sup>12</sup>

With a paragraph, we can distinguish which ideas start and end. We will find it difficult to read a text or book if there are no paragraphs, because it seems as if we are told read continuously until it's finished. We are also difficult to focus our thoughts on one idea to another.

#### **2.1.2.4 Types of Paragraphs**

The type of the paragraph as a productive language skill is classified according to the specific purpose of the writer put in the text to be communicated to the speakers.

1. Narration, is a type which the writer tries to recount and even (object)of his world experience in order his readers can see, feel, smell, hear and taste it is he can.

---

<sup>12</sup>Rahma Rika, “*Improving student’s ability in writing descriptive paragraph through team pair solo strategy at eight grade at Habibullah, Labuhan Batu*” (unpublished scrip’s: English Department: Nort sumatera medan 2017), p. 14.

2. Description, the writer tries to analyze and explain an object with a purpose to reveal out its aspects and the nature of their interrelationship vividly.
3. Expository, the writer tries to show the (new) truth of a fact of an object in order the readers believe or disbelieve something related to the object they are experiencing.
4. Argumentation, in addition to only convincing the readers to believe or disbelieve the truth of the fact of an object in addition to only convincing the readers to believe or disbelieve the truth of the fact of an object, the also has a goal to persuade the readers in order to take the certain course of action related to the new truth expose to them.

Paragraph is a set of interrelated sentences between sentences with one another. Paragraph can be referred to as a brief essay, in general there are several types of paragraphs namely narration, description, expository and argumentation each has a purpose. This type of text is chosen as the students' write. The researcher chooses descriptive as teaching material in teaching English because descriptive is used to make a clear picture of the topics to be discussed including ideas places, objects or people.

### **2.1.3 The Concept of Descriptive Paragraph**

#### **2.1.3.1 Definition of Descriptive Paragraph**

Descriptive Paragraph is a collection of several sentences to convey different messages from one person, place or object. Descriptive paragraphs let the reader touch, taste, see, hear, and smell what you are describing. The reader should feel as if they can see what you are describing clearly.

A well written descriptive paragraph attracts the five senses to involve the reader the use of vision, smell, touch, sound, and taste. Writer can imagine the shape of the image, the better the description, the clearer the image. So, it can be concluded that Writing Descriptive Paragraph is document the description are concerned with details, the larger and the more precise the better descriptive writing will be. Some categories should be considered area, place, shape, materials. Usually descriptive paragraph cover the following:

- a) Describing people (physical, character)
- b) Describing place (town, cities, village)
- c) Describing object (animal, thing)
- d) Describing landscape (natural scenes)
- e) Describing habits and condition (behavior, customs,)
- f) Describing process (how thing work)

#### 2.1.3.2 The structure and example of descriptive

The generic structures of a description are as follows:

1. Identification : identifies the phenomenon to be described
2. Description of features : describes features in order of importance:
  - a. Parts/thing (physical appearance)
  - b. Qualities (degree of beauty, excellence, or worth/value)
  - c. Other characteristic (prominent aspects that are unique).<sup>13</sup>

The generic features of description are:

- a. Verb in the present tense

<sup>13</sup>Santi V. Buscemi, A reader for Developing writers (New York: McGraw-Hill Companies, Inc., 2002), p. 267.



- b. Adjective to describe the features of the subject
- c. Topic sentences to begin paragraphs and organize the various aspects of the subject.<sup>14</sup>

Example of describing people

#### My friend

I have a close friend. She is beautiful, attractive, and trendy. She always want to be a trend setter of the day. She always pay much attention on her appearance, recently, she bought a new stylish foot legs design by yongki. This shoes really matches on hear.

Her shoes wonderful, when she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright colour, and brand represent her as a smart women of the day, she really have perfect appearance.

So, we can conclude that ability writing descriptive paragraph is an power or talent in writing paragraph which say what a person this is like. Generally, it covers areas such as: description people, place, objects, landscape, habit or conditional and process.

#### 2.1.3.3 Writing Steps of Descriptive Paragraph

The steps in writing a paragraph description is determine the theme, set a goal of writing, collecting material, make the outline, developing the outline, and revising essays. The first step is to determine the theme. This means that it must be

<sup>14</sup>Mark Anderson, text type in English 3 (Australia: MacMillan, 1998), p. 26

determined what is discussed in the text. Theme is the central idea that would be submitted in writing. Main idea can be derived from experience, research result, some source, opinions, and observations. Statement theme may be the same as the title, but maybe not.

The second step is to determine the purpose of writing. At this step every writer should express clearly the purpose of writing is to tackle. Formulation of the purpose of writing is very important and should be determined in advance as this is the starting point in all subsequent writing activities. By determining the purpose of writing, you will know what to do at this stage of the writing. Know the necessary ingredients, a wide organizational arrangement that apply. Or may be selected viewpoints. Is the principle determinant of the destination and will direct as well as limiting essay. Awareness of the purpose for the writing process will maintain the integrity of the paper.

The third step is to collect the material. At the time of choosing and limiting a topic we should have predicted the possibility of material gain. By limiting the topic, then we really have to focus on the limited topic, and collect special materials as well. Writing materials can be collected on prewriting stage and can also take place at the time of writing. For small problems that objectives are clear in our minds the determination and collection of materials can be made at the time of writing.

The fourth step is to create the outline. So that the organization can be determined essays, first we have to prepare the outline. Formulate the outline is one way to develop a clear and structured series regular of the essay to be written.

The fifth step is to develop the outline. At this step the authors develop the outline into an essay or a writing piece. And the final step is to revise the essay. At this step total liability examine the spelling.<sup>15</sup>

## 2.1.4 The Concept of Clustering Technique

### 2.1.4.1 Definition of clustering technique

Sometimes people getting confuse how to develop their idea and what they know about the topic before they start to write. Therefore, people have to know about how to write well. On order to get a good result of their writing. In the writing process there are steps that will bring us to be good writer and to produce a good writing. Because, this process help the writer to generate the ideas before starting to write. there are many technique that can be implemented in process of pre-writing. One of the technique is clustering technique.

In the writing process there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definition about clustering stated by experts, Karen Blanchard, and Christine Root state one of them, they define that clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using ciecles and lines. When you cluster, you draw a diagram of your ideas.<sup>16</sup>

Santi V. Buscemi said that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called mapping, and diagramming, it is an other effective way to gather information for an essay.<sup>17</sup> To

<sup>15</sup>Erny, *Pengertian Ciri-Ciri Paragraph Deskripsi*, 2012, p. 10

<sup>16</sup>Karen Blanchard and Christine Root, *Ready to Write; A First Composition Text 3ed* (Longman: Pearson Education, Inc, 2003), p. 42.

<sup>17</sup>Santi V. Buscemi, *A Reader for Developing Writers* (New York: McGraw-Hill Companies, Inc, 2002), p. 14.

cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of descriptive writing.

According to John Langan, "clustering also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper."<sup>18</sup> This technique is helpful for people who like to think in a visual way. In clustering, writers can use lines, boxes, arrows, and circles to show relationship among the ideas and details that occur to them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

Sandra Scarry and John Scarry stated that, "clustering is another method of gathering ideas during the prewriting stage. Clustering is very similar to brainstorming, except that when you cluster, you produce a visual map of your ideas rather than a list."<sup>19</sup> This method is helpful for people to think in visual way. We can use lines, boxes, arrows, and circles in implementing the clustering to show the ideas and details that exist in our mind.

Thomas E. Tyner said that, Looping (clustering) is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas.<sup>20</sup>

<sup>18</sup>John Langan, *English Skills with Readings*; Sixth Edition (New York: McGraw-Hill Companies, Inc, 2006), p. 25.

<sup>19</sup>Sandra Scarry, John Scarry, *The Writer's Work Place With Reading* (New York: Wadsworth CENGAGE Learning, 2010), p. 10.

<sup>20</sup>Thomas E. Tyner, *Writing Voyage* (California: Wadsworth, Inc., 1985), p. 176-177.

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

#### 2.1.4.2 The application of clustering technique in writing descriptive paragraph

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them.

Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.<sup>21</sup>

In clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics.<sup>22</sup>

Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students-generated suggestion) jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short

<sup>21</sup>John Langan, *English with Reading...*, p. 25.

<sup>22</sup>Donald Pharr and Santi V. Buscemi, *Writing Today Brief Edition* (New York: McGraw-Hill Companies, Inc, 2005), p. 34.

phrases. Unlike listing, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the writer sees as each new thought emerges. Complete cluster can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.<sup>23</sup>

#### 2.1.4.3 The Step of using clustering technique

Clustering is a way of generating and connecting ideas visually. Will use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of clustering.<sup>24</sup>

Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it, write ideas relating to that topic around it, circle them, and connect them to the central circle, write them quickly, move into another blank and just keep moving around and writing, write down ideas, example, facts, or other details relating to each idea, and join them to appropriate circles, repeat. As you write and circle new words and phrase, draw lines back to the last words, the central word, or other words that seem connected, keep going until we can think nothing else relating to our topic. Then, see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and or we also

<sup>23</sup>Marrienne Celce Murcia, *Teaching English as a Second Language or Foreign Language* (Boston: Hainle&Heinhle, 1991), p. 253.

<sup>24</sup>Barbara Fine Clouse, *Troubleshooting Guides Strategies & Process For Writers* (New York: Mcgraw Hill, 2005), p. 24-26.

can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing.

#### 2.1.4.4 The Advantages Of Using Clustering Technique

There are some advantages of using clustering technique toward student's writing ability. As Sabarun state that "there are advantages of using clustering technique."<sup>25</sup>

- a) Clustering technique built the writer's idea and generate it into a boxes arrow, shape, and much more.
- b) Clustering is a technique prewriting to collect the ideas before starting to write the topic that will be developed third.
- c) Clustering is a technique for drawing and using the raw materials of one's experience and giving them a tentative shape.
- d) Clustering is an easy way to generate the idea into a paragraph.
- e) Clustering is a simple way to associate the ideas. Even its use unlike with a traditional way but it seems an effective way. To help the students in generating the idea especially for the students who are a kinesthetic learner.
- f) Clustering is the way to organizing the information and generating the idea is useful in process of writing. Meanwhile, clustering build the connection between the student's experience and new information.

Disadvantages of using clustering technique.

---

<sup>25</sup>Sarabun, *The Effect Of Clustering Technique On Writing Expository Essays Of EFL Students* ( journal on english as aforeign language, 2013), p. 12.



There are some disadvantages of using clustering technique on students' writing ability as follow:

- a) The clustering technique is not a good technique when it used to write an essay writing which has long paragraph;
- b) The writing technique sometimes makes the learner are confused how to use it because the learner confuse how to star to write.

## 2.2 Previous Research Findings

Learning English is conditioned by the people way in which to observe and find some ideas or information. So that it is important to know the key of learning English and teaching the nature of language. People also need some information which is connected with our research.

Some researchers had conducted a few studies that relate to the researcher's research as follows:

- 2.2.1 The research has done by Mutia. This study deals with the improvement of the students' achievement by using outline technique. This research was conducted by applying classroom action research in two cycles. The subject of this research was one of a class in the first year student of SMU yayasan pendidikan Sultan Iskandar Muda. There were 35 students that participated in this research. The quantitative and qualitative data were gathered in administrating writing test and diary notes. The result of quantitative data obtained that the score the students improved from cycle 1 to cycle II which the mean of the pre-test was 70.6, the test of cycle I was 75.8, and the test of cycle II was 85.2. the result of the quantitative data describe that the using of



the outline technique help to improve the students' achievement in writing descriptive paragraph.<sup>26</sup>

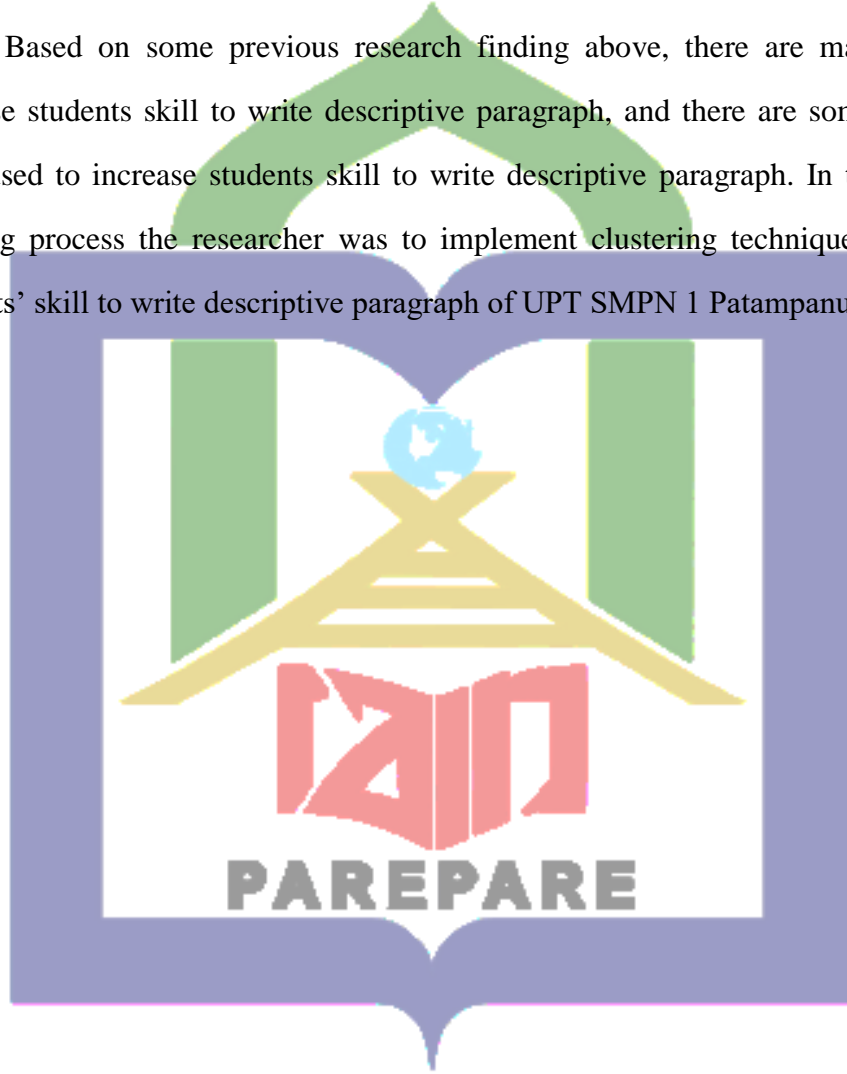
- 2.2.2 Wiguna, this study was conducted to improve students writing skill using clustering technique at seventh grades students of SMP 6 Singaraja. The preliminary observation indicated that students class VII B4 of SMP 6 Singaraja had low writing competency. The subjects of this study were consisted of 36 students. To find out the result of students writing ability in writing competency using clustering technique, the writer used Classroom Action Research (CAR) as the method of research. This study consisted of two cycles, each cycle consisted of four steps, and they were: planning, Action, observation, and reflection. The students' responses showed that they were interested in writing because they felt easier to write using clustering technique. The percentage of students who had passed the passing score of writing in pre-observation were 2 student (6%), in cycle I were 14 students (39%), meanwhile in cycle II were improved into 31 students (86%). It could improve the students' writing ability of students' writing ability of students' class VII B4 at SMP Negeri 6 Singaraja.<sup>27</sup>
- 2.2.3 The research has done by Astrina Marzelia, the design was quasi experimental research that administered pre-test and post-test. The research employed cluster sampling. The result of data analysis showed that the value of  $t_{counted}$

<sup>26</sup>Mutia, "Improving students' achievement in writing descriptive paragraph using outline technique." *Journal of English language teaching and learning of FBS UNIMED*, vol 3. No 1, 2014.

<sup>27</sup>Wiguna, "improving the seventh grade students' writing competency through clustering technique at SMPN 6 Singaraja academic." *Jurnal Pendidikan Bahasa Inggris Undiksha*, vol 7. No 1, 2019.

was 5.772 with degree of freedom (df) +  $N_X + N_Y - 2 = 23 + 23 - 2 = 44$ , level of significance 0.05 and  $t_{table}$ . It means that the research finding was accepted. In other word, the use of clustering technique in teaching writing was effective to improve students' at SMA NEGERI 1 PALU.<sup>28</sup>

Based on some previous research finding above, there are many ways to increase students skill to write descriptive paragraph, and there are some technique were used to increase students skill to write descriptive paragraph. In teaching and learning process the researcher was to implement clustering technique to increase students' skill to write descriptive paragraph of UPT SMPN 1 Patampanua

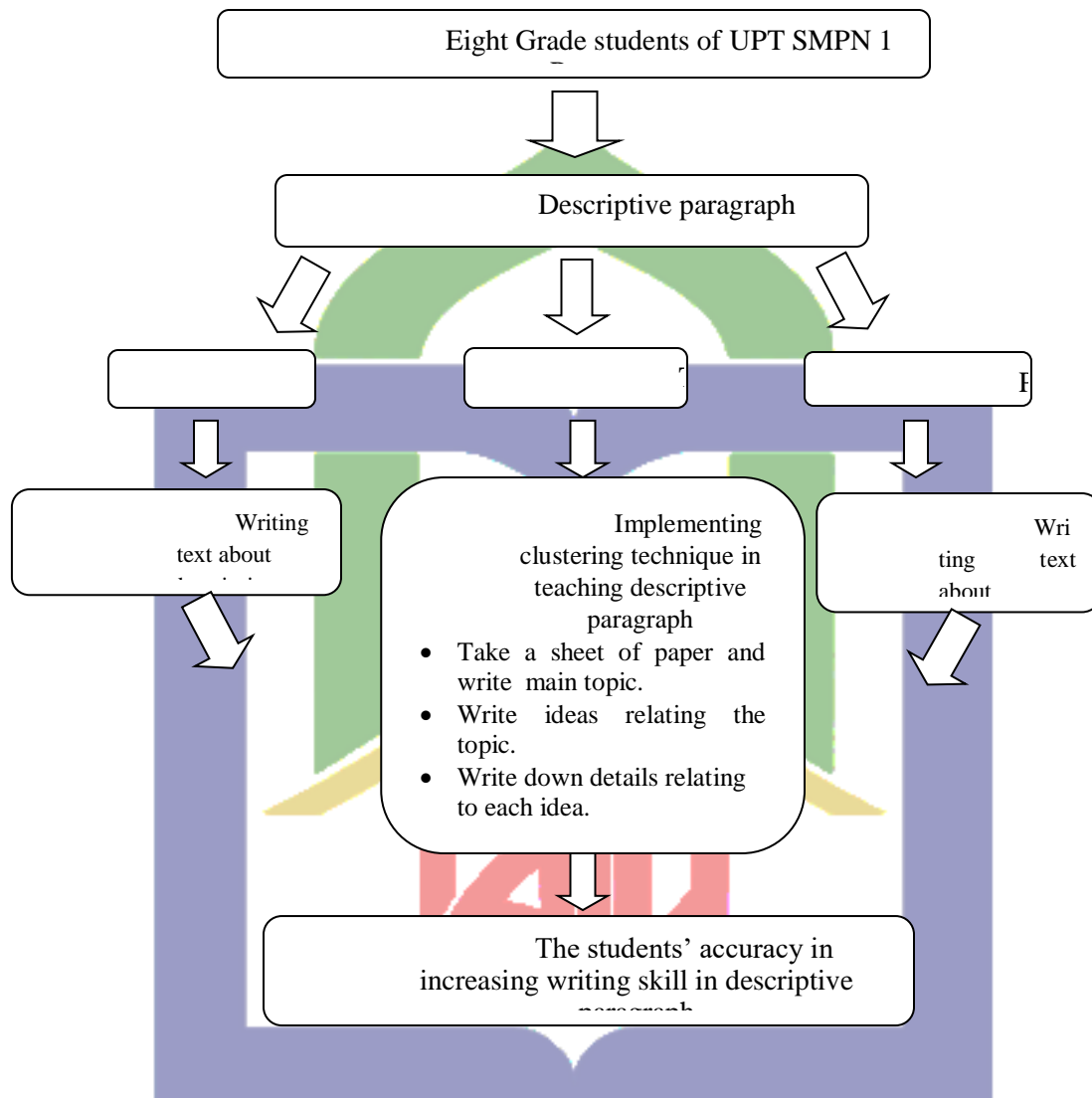


---

<sup>28</sup>Astrina Marzelia, " The use of clustering technique to improve students' skill in writing hortatory exposition text." *e-journal of language teaching society (ELTS)*, Vol 2. No.2, 2014.

### 2.3 Conceptual Framework

The following is the conceptual framework which is underlying this research:



In this research, the researcher make the process of collecting data about increasing students' skill to write descriptive paragraph at the eight grade students of UPT SMPN 1 Patampanua through clustering technique.

## 2.4 Hypothesis

The researcher formulates the hypothesis as follows:

1. Ho (Null hypothesis): The use of Clustering Technique cannot increase the writing in write descriptive paragraph at UPT SMPN 1 Patampanua.
2. H1 (Alternative hypothesis): The use or Clustering Technique can increase the writing ability in write descriptive paragraph at UPT SMPN 1 Patampanua.

## 2.5 Variable And Operational Of Definition

### 2.5.1 Variable

This research used two variables, those were:

2.5.1.1 Independent variable is the use of Clustering Technique at UPT SMPN 1 Patampanua.

2.5.1.2 Dependent variable is students writing.

### 2.5.2 Operational Definition of Variable

2.5.2.1 Clustering Technique is technique to turn a broad subject into a limited and more manageable topic for short essay or text.

2.5.2.2 The students writing ability in write descriptive paragraph is the result and successfulness as well as progress of students' writing skill in UPT SMPN 1 Patampanua.

## CHAPTER III

### RESEARCH METHOD

This chapter clarifies research design location research design, location and duration of the research, population and sample, instrument of the research, procedure data and technique of data analysis.

#### 3.1 Research Design

This researcher used pre-experimental design with pre-test and post-test design. The students did the pre-test, got treatment and did post-test. It aimed to know whether the Clustering Technique can increase the students' writing ability in write descriptive paragraph. The following is the formula:

$$O_1 \quad X \quad O_2$$

Where:  $O_1$ : Pre-Test

X: Treatment

$O_2$ : Post-Test<sup>1</sup>

#### 3.2 Location and Duration of The Research

The research took a place at the SMP Negeri 1 patampanua which is located in Leppangang. The researcher used quantitative research that has several times to collect and analyze data. The researcher used more than one month for collecting the data.

---

<sup>1</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2014), p. 110-111.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of the research was the eighth grade students of SMP Negeri 1 patampanua in academic year 2019/2020. The population of the research the number of the class is 177 students.

Table 3.1 The Total Students of SMP Negeri 1 patampanua

No	Class	Number of student
1	VIII.1	25
2	VIII.2	27
3	VIII.3	24
4	VIII.4	25
5	VIII.5	25
6	VIII.6	25
7	VIII.7	26
The total students		177 students

#### 3.3.2 Sample

The sample was taken by cluster sampling. Students as the sample of this research was the class VIII.3 which is consisted of 24 students as the sample in this research.

### **3.4 The Instrument and Process Of Collecting Data**

#### **3.4.1 The Instrument**

In collecting data, the researcher gave a writing test. This test has been applied in pre-test and post-test.

#### **3.4.2 Procedure of Collecting Data**

##### **3.4.2.1 Pre-test**

Before doing treatment, the researcher gave pre-test to the student. The aim of the pre-test is to find out information and data about students writing to write descriptive paragraph.

##### **3.4.2.2 Treatment**

The treatment gave in six meeting, each meeting runs for 60 minutes. The researcher gave the students the materials based on the syllabus. The treatment based on procedures for every activity in every meeting as follow:

##### **1 The first meeting**

In the activity of the first meeting, she gave greeting the student to open the class and gave direction to pray before learning. She explained about descriptive paragraph and clustering technique, and she gave example about descriptive using clustering technique and the students take a sheet of paper and wrote main topic in the middle of a sheet of paper and circle it. They wrote ideas relating to that topic around it, circled them, and connected them to the central circle. They wrote down ideas, example, facts, or other details relating to each idea, and joined them to appropriate circles. They wrote circle new words and phrase, draw lines back to the last words, the central word, or other words that seem connected.

## 2. Second meeting

In this meeting, the researcher greeted the student to open the class and directed to pray before learning, She reviewed the materials which were given at the previous meeting, she explained about clustering and gave example of clustering design from descriptive paragraph. The students to name their favorite artist. The students to look for words which can represent to describe famous people especially “Luna maya”. The students to make a design clustering of predetermined words by students. The researcher asked students to write descriptive paragraph.

## 3. The third meeting

In this meeting, the researcher gave greeted the student to open the class and directed to pray before learning, she reviewed the materials which were given at the previous meeting, The students to look words which can represent to describe famous people especially “Luna maya”. The students to make a design clustering of predetermined words by students.

## 4. The fourth meeting

In this meeting, the researcher gave greeted the student to open the class and direction to pray before learning. The student to look words which can represent to describe to the thing especially “Bag”. The students to make a design clustering of predetermined words by students.

## 5. The Fifth Meeting

In this meeting, the researcher greeted the student to open the class and directed to pray before learning. She reviewed the materials which were given at the previous meeting, she gave example of clustering design from descriptive paragraph. The students to look words which can represent to describe to the thing especially



“Book”. The researcher asked students to make a design clustering of predetermined words by students.

#### 6. The Sixth Meeting

In this meeting, the researcher greeted the student to open the class and directed to pray before learning. She reviewed the materials which were given at the previous meeting, gave example of clustering design from descriptive paragraph. The students to look words which can represent to describe to the thing especially “Fan”. The students to make a design clustering of predetermined words by students.

#### 3.4.2.3 Post-test

After giving the treatment, the researcher gave the students post-test to find out the students increase in write descriptive paragraph. In this post-test, the researcher not gave treatment again.

### 3.5 Technique of Data Analysis

The data was collected through the test that have been analyzed by using quantitative analysis employed calculation to test the hypothesis.

#### 3.5.1 Classifying the students’ scores into the following criteria

Table 3.2: the classification of students’ score<sup>1</sup>

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1

<sup>1</sup> Dzaky Mubarak Fasya, “Improving the Grade VIII Students Writing Ability of Narrative Text Through Dictogloss at SMPN 1 Mungkid, MAgelang” (Published Thesis; English Education Department: Yogyakarta, 2015), p. 132.

2.	Organization	<ul style="list-style-type: none"> <li>• Ideas clearly stated and supported, well organized (generic structure), cohesive.</li> <li>• Loosely organized but main ideas stand out, not well organized (generic structure).</li> <li>• Ideas confused or even no main ideas, bad organization (generic structure).</li> <li>• Does not communicate, no organization (generic structure).</li> </ul>	<p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
3.	Vocabulary	<ul style="list-style-type: none"> <li>• Effective word / idiom choice and usage.</li> <li>• Occasional errors of word / idiom form, choice and usage.</li> <li>• Frequent errors of word / idiom form, choice and usage.</li> <li>• Little knowledge of English vocabulary, idioms and word form.</li> </ul>	<p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
4.	Language Use	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> <li>• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> <li>• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.</li> <li>• Dominated by errors.</li> </ul>	<p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
5.	Mechanics	<ul style="list-style-type: none"> <li>• Few errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	<p style="text-align: center;">4</p>

	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization, and paragraphing.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Dominated by errors.</li> </ul>	1
Max score		20

*Adapted from Jacob et al. 's (1981)*

3.5.2 Scoring the students' writing of pre-test and post-test.

Scoring the students' writing of pre-test and post-test.

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

3.5.3 Finding out the mean score by using the following formula:

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

Where:

X = Mean score

$\Sigma$  = Total Score

N = the total number of students

3.5.4 Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.

### 3.5.5 classification of students' score into five levels:

Table 3.3: classification students' score

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39

Based on Suharsimi Arikunto's statements that the student who got 80 – 100 scores, they will be in very good position, the students who got 66 – 79 scores, they will be in good position, the students who got 56 – 65 scores, they will be in fair position, while the students who got 40 – 55 scores, they will be in poor position and the student will be in very poor position if they got ≤ 39 scores.

### 3.5.6 Finding out the mean score by using the following formula:

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

Where:

X = Mean score

$\sum$  = Total Score

N = the total number of students

3.5.7 Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.

3.5.8 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$  = the sum of the total score

$\sum D^2$  = the square of the sum score of difference

N = the total sample.<sup>2</sup>

<sup>2</sup>Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p 254.

The way clustering technique to increase students skill to write descriptive paragraph will be analyzed using appropriate with procedure of collecting data are pre-test, treatment and post-test.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

#### 4.1 Findings

The finding of this research deals with the classification of the students' pre-test and post-test. To find out the justification of the question in the previous chapter, the researcher supervised a test that was given twice. A pre-test was given before treatment to know the students' writing ability in descriptive paragraph before doing the treatment, while post-test was given after treatment that is knowing the students' writing ability after doing treatment and the result of the post-test of this research can answer the question of this research that aims to find out through clustering technique can be able to increase the students' writing ability in descriptive paragraph at the eighth grade students' of UPT SMPN 1 Patampanua.

##### 4.1.1 Students' writing ability in descriptive paragraph of UPT SMPN 1 Patampanua.

This part presents the result of data analysis about students' writing ability in descriptive paragraph of UPT SMPN 1 Patampanua:

###### 4.1.1.1 The students' score in pre-test

The pre-test had done before giving the treatment. It was conducted on Thursday, Mei 27, 2019. The students were given a pre-test, the researcher found out the result of students' writing skills in pre-test based on the aspects of writing before giving clustering technique which were content, organization, vocabulary, language

use, as well as mechanics, which were analyzed and resulted in the information as shown in the following table:

Table 4.1 the students' score in pre-test based on aspects of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	Hasna wiyah	3	2	3	3	2	13
2.	Khulfi	3	2	2	2	2	11
3.	Natswa	3	2	3	2	2	12
4.	Nur Afilla	3	2	3	2	3	13
5.	Nurul mutia	2	1	2	2	2	9
6.	Nurmala	2	1	2	2	3	10
7.	Nabila	2	2	3	2	2	9
8.	Nur aisyah	3	1	2	2	2	10
9.	Putriana	3	1	2	2	3	11
10.	Putrid zalsa	3	1	3	2	3	12
11.	Sitti nur	4	2	2	1	2	11
12.	Sri ulfa	3	3	3	2	2	13
13.	Sri mulyani	3	2	3	3	1	12
14.	Andi zulfi	3	2	3	2	1	11
15.	Arjuna	3	2	3	3	2	11
16.	Chaidir	3	3	2	3	2	13
17.	Ismail	3	2	3	2	2	12
18.	Muh. Ali	3	2	2	3	2	12
19.	Muh aiman	2	2	2	1	2	9
20.	Muh. Aqsar	2	1	1	1	2	7
21.	Taslim	2	1	2	2	2	9
22.	Muh. Safir	2	2	3	2	2	11
23.	Iqsan HR	4	1	2	3	1	11
24.	Nurfajar	3	2	1	2	1	9

After knowing the students' score in pre-test based on aspects of writing, the following table are students' score to find out the mean score:



Table 4.2 the students' score in pre-test

No.	Students	Pre-test of the students ( $X_1$ )			
		Students' Score	Score ( $X_2$ )	$X^2$	Classification
1.	Hasna wiyah	13	65	4225	Fair
2.	Khulfi	11	55	3025	Poor
3.	Natswa	12	60	3600	Fair
4.	Nur Afilla	13	65	4225	Fair
5.	Nurul mutia	9	45	2025	Poor
6.	Nurmala	10	50	2500	Poor
7.	Nabila	9	45	2025	Poor
8.	Nur aisyah	10	50	2500	Poor
9.	Putriana	11	55	3025	Poor
10.	Putrid zalsa	12	60	3600	Fair
11.	Sitti nur	11	55	3025	Poor
12.	Sri ulfa	13	65	4225	Fair
13.	Sri mulyani	12	60	3600	Fair
14.	Andi zulfi	11	55	3025	Poor
15.	Arjuna	11	55	3025	Poor
16.	Chaidir	13	65	4225	Fair
17.	Ismail	12	60	3600	Fair
18.	Muh. Ali	12	60	3600	Fair
19.	Muh aiman	9	45	2025	Poor
20.	Muh. Aqsar	7	35	1225	Very Poor
21.	Taslim	9	45	2025	Poor
22.	Muh. Safir	11	55	3025	Poor
23.	Iqsan HR	11	55	3025	Poor
23.	Nurfajar	9	45	2025	Poor
			$\sum X_1$ =1.305	$\sum X_1^2 =$ 72.425	

The table above showed that the result of students' writing score before applying the clustering technique. There were one student got very poor score, nine students got fair score, and fourteen students got poor score. The total score in pre-

test is 1305. It has shown that, the students' skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1305}{24}$$

$$\bar{X} = 54,37$$

Thus, the mean score ( $\bar{X}_1$ ) of pre-test is 50,58

The standard deviation of the pre-test

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

$$SD = \sqrt{\frac{72.425 - \frac{(1035)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{72.425 - \frac{1.703,025}{24}}{23}}$$

$$SD = \sqrt{\frac{72.425 - 70.959,37}{23}}$$

$$SD = \sqrt{\frac{1.465,63}{23}}$$

$$SD = \sqrt{63,723}$$

$$SD = 7,98$$

Thus, the standard deviation of the pre-test is 7,98

## 4.1.1.2 The students' score in post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3 the students' score in post-test based on aspects of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	Hasna wiyah	4	4	4	3	2	17
2.	Khulfi	3	3	4	3	3	16
3.	Natswa	4	3	4	3	3	17
4.	Nur Afilla	3	4	4	3	3	17
5.	Nurul mutia	4	3	3	3	3	16
6.	Nurmala	3	3	3	4	4	17
7.	Nabila	3	4	3	3	3	16
8.	Nur aisyah	3	3	3	3	3	15
9.	Putriana	4	3	4	4	3	18
10.	Putrid zalsa	3	3	4	4	3	17
11.	Sitti nur	4	3	4	4	3	18
12.	Sri ulfa	3	3	4	3	3	16
13.	Sri Mulyani	4	3	4	2	3	16
14.	Andi zulfi	4	3	4	3	4	18
15.	Arjuna	4	3	4	4	3	18
16.	Chaidir	4	3	3	3	3	16
17.	Ismail	3	2	2	3	3	13
18.	Muh. Ali	4	3	4	4	3	18
19.	Muh aiman	4	3	2	3	3	15
20.	Muh. Aqsar	3	3	4	4	3	17
21.	Taslim	4	4	3	3	4	18
22.	Muh. Safir	3	4	4	4	3	18
23.	Iqsan HR	4	2	4	3	3	16
24.	Nurfajar	4	4	3	3	4	18

Table 4.3 is students' score in post-test based on aspects of writing. To find out the mean score and the standard deviation.

Table 4.3 the students' score in post-test

No.	Students'	Post-test of the students ( $X_2$ )			
		Students' Score	Score ( $X_2$ )	$X^2$	Classification
1.	Hasna wiyah	17	85	7225	Very good
2.	Khulfi	16	80	6400	Very good
3.	Natswa	17	85	7225	Very good
4.	Nur Afilla	17	85	7225	Very good
5.	Nurul mutia	16	80	6400	Very good
6.	Nurmala	17	85	7225	Very good
7.	Nabila	16	80	6400	Very good
8.	Nur aisyah	15	75	5625	Good
9.	Putriana	18	90	8100	Very good
10.	Putrid zalsa	17	85	7225	Very good
11.	Sitti nur	18	90	8100	Very good
12.	Sri ulfa	16	80	6400	Very good
13.	Sri mulyani	16	80	6400	Very good
14.	Andi zulfi	18	90	8100	Very good
15.	Arjuna	18	90	8100	Very good
16.	Chaidir	16	80	6400	Very good
17.	Ismail	13	65	4225	Fair
18.	Muh. Ali	18	90	8100	Very good
19.	Muh aiman	15	75	5625	Good
20.	Muh. Aqsar	17	85	7225	Very good
21.	Taslim	18	90	8100	Very good
22.	Muh. Safir	18	90	8100	Very good
23.	Iqsan HR	16	80	6400	Very good
24.	Nurfajar	18	90	8100	Very good
			$\sum X_2 =$ 2.005	$\sum X_2^2 =$ 168.425	

The table above showed that there were a change of students' score after did the treatment. There were twenty one students got very good score, two students got good score, and there were one students got fair score. The total score in post-test is 2.005. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the paraphrasing technique.

Mean score of the post-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2.005}{24}$$

$$\bar{X} = 83,54$$

Thus, the mean score ( $\bar{X}_2$ ) of post-test is 83,54

The standard deviation of the post-test

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

$$SD = \sqrt{\frac{168.425 - \frac{(2.005)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{168.425 - \frac{4.020.025}{24}}{23}}$$

$$SD = \sqrt{\frac{168.425 - 167.501.042}{23}}$$

$$SD = \sqrt{\frac{923.958}{23}}$$

$$SD = \sqrt{40.172.087}$$

$$SD = 6.338.145$$

Thus, the SD of the post-test is 6,33.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.5 the mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	54,37	7,98
Post-test	83,54	6,33

The data in table 4.5 shows that the mean score of the pre-test was 50,58 ( $X_1$ ) while the mean score of the post-test increased 81,48 ( $X_2$ ). The standard deviation of pre-test was 7,49 (SD) while the standard deviation of the post-test was 6,33 (SD).

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 the rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80 – 100	0	21	0	87,5%
2.	Good	66 – 79	0	2	0	8,3%
3.	Fair	56 – 65	9	1	37,5%	4,2%
4.	Poor	40 – 55	14	0	58,3%	0
5.	Very Poor	≤ 39	1	0	4,2%	0
Total			24	24	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test nine (37,5%) students got fair score, fourteen (58,3%) students got poor score and one (4,2%) students got very poor score while the rate percentage of the post-test, twenty one (87,5%) students got very good score, two (8,3%) students got good score and 1 (4,2%) student got fair score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It shows that students were able to improve their writing ability in writing paragraph especially in descriptive paragraph after did the treatment that using the clustering technique.

#### **4.1.2 Clustering technique is able to Improve the Students' Writing Ability in to Write Descriptive Paragraph at the Second Grade Students of UPT SMPN 1 Patampanua.**

This part presents the result of data analysis about clustering technique is able to improve the students' writing ability to write descriptive paragraph at the second grade students of SMPN 1 Patampanua.

##### 4.1.2.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the worksheet of the calculation of the score on pre-test and post-test on the students' writing ability in writing paragraph.

No	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2 - X_1)^2$
1	65	85	4225	7225	20	400
2	55	80	3025	6400	25	625
3	60	85	3600	7225	25	625
4	65	85	4225	7225	20	400
5	45	80	2025	6400	35	1225
6	50	85	2500	7225	35	1225
7	45	80	2025	6400	35	1225
8	50	75	2500	5625	25	625

9	55	90	3025	8100	35	1225
10	60	85	3600	7225	25	625
11	55	90	3025	8100	35	1225
12	65	80	4225	6400	15	225
13	60	80	3600	6400	20	400
14	55	90	3025	8100	35	1225
15	55	90	3025	8100	35	1225
16	65	80	4225	6400	15	225
17	60	65	3600	4225	5	25
18	60	90	3600	8100	30	900
19	45	75	2025	5625	30	900
20	35	85	1225	7225	50	2500
21	45	90	2025	8100	45	2025
22	55	90	3025	8100	35	1225
23	55	80	3025	6400	25	625
24	45	90	2025	8100	45	2025
Total	1.305	2.005	72.425	168.425	700	22.950

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{700}{24} = 29,17$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{29,17}{\sqrt{\frac{22.950 - \frac{(700)^2}{24}}{24(24-1)}}$$



$$t = \frac{29,17}{\sqrt{\frac{22.950 - \frac{490.000}{24}}{24(23)}}$$

$$t = \frac{29,17}{\sqrt{\frac{22.950 - 20.416,67}{552}}}$$

$$t = \frac{29,17}{\sqrt{\frac{2.533,33}{552}}}$$

$$t = \frac{29,17}{\sqrt{4,59}}$$

$$t = \frac{29,17}{2,14}$$

$$t = 13,63$$

Thus, the t-test value is 13,63

#### 4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 24 - 1$$

$$= 23$$

For the level, significant (p) 5% and df = 16, and the value of the table is 1,714, while the value of t-test is 13,63..

Table 4.8 the test of significance

Variable	T-test	T-table value
Pre-test – post-test	13,63	1,714

The data above showed that t-test is higher than t-table ( $13,63 \geq 1,714$ ). thus, it can be concluded that the students' writing ability in writing paragraph through

clustering technique in significant 5% is better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Before getting the data above, the researcher implementing clustering technique for the treatment. For six meeting students are taught to write descriptive paragraph by using clustering technique, which is started by determining the topic, then, make the list of ideas that related to the topic, before developing that ideas into a paragraph.

## **4.2 Discussion**

### **4.2.1 The Improvement of Students' Writing ability to write descriptive paragraph**

To know the improvement of students' writing ability to write descriptive paragraph by using clustering technique, the researcher calculated the mean score of the students' writing ability was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 54,37 and the mean score of post-test was 83,54 after did the treatment.

The researcher used clustering technique to make the students easy to write their ideas in writing paragraph. Clustering is a way to turn a broad subject into a limited and more manageable topic for a short essay. The application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students-generated suggestion) jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the writer sees as each new thought emerges. Complete cluster can

look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.

Clustering technique is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. Thomas E. Tyner said that clustering is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas.<sup>1</sup> Santi V. Buscemi said that clustering is a way to turn a broad subject into a limited and more manageable topic for a short essay.<sup>2</sup> Also called mapping, and diagramming, it is begun with a blank sheet of paper. In the center, student write and circle the word that expresses the broad subject which one to write about. Then, students are asked to and details related to this subject.

This technique really helped the students to organize their ideas before they develop in paragraph of descriptive writing. In determining the students score, the researcher checked the students error of writing by focusing on the aspect of writing which are content, organization, vocabulary, language use, as well as the mechanic. The researcher checked the students' error by guiding of them based on the aspects of writing. These aspects also were a guideline of researcher in scoring the students'

<sup>1</sup> Thomas E. Tyner, *Writing Voyage* (California: Wadsworth, Inc., 1985), p. 176-177.

<sup>2</sup> Santi V. Buscemi, *A Reader For Developing Writers* (New York: McGraw-Hill Companies, Inc, 2002), p. 14.

writing test. Based on the data the students' score in the pre-test before that was 54,37 and categorized as poor classification and after giving treatment that was 83,54 and categorized as very good classification. So, it can be concluded that The students' writing ability increased after giving treatment.

By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that nine (37,5%) students got fair score, fourteen (58,3%) students got poor score and one (4,2%) students got very poor score while in the post-test, twenty one (87,5%) students got very good score, two (8,3%) students got good score and one (4,2%) students got fair score. From the result, the researcher concluded that the students' writing ability improved from very poor to very good classification.

In addition, to know what was the hypothesis receipt between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the researcher used t-test to calculating result showed that on the t-test value 13,63 was greater than t-table value 1,714 table ( $13,63 \geq 1,714$ ) with degree of freedom (df) 23. It means alternative hypothesis ( $H_a$ ) was concluded that the clustering technique was able to improve the students writing ability to write descriptive paragraph at the second grade students' of UPT SMPN 1 Patampanua. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

Based on the findings above, the researcher concluded that there was an improving of using clustering technique in students' writing ability in writing paragraph of UPT SMPN 1 Patampanua.

#### **4.2.2 The Ways of Implementation Clustering Technique to Increase the Students' Writing Ability.**

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they feel at ease to write. They could write well because they write a paragraph by their own words. The technique of clustering technique helped the students easy to write the text and the correction of the researcher helped the students did not do the same errors they have made.

The clustering technique has impact in improving the students' writing ability. As a fact, based on the finding, most students have a very good score in post-test. It meant that, the treatment was success in improving the students' writing ability and the students gave positive response in the learning. It is because the researcher used clustering technique. In clustering, first write a topic in the center of a piece of paper, then write ideas related to the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics.

Futhermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page or on the blackboard around which the student or teacher using students-generated suggestion jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the writer sees as each new thought emerges. Complete cluster can look like spokes on wheel or any pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers

allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.<sup>3</sup>

In the first meeting on Monday, Mei 27<sup>th</sup>, 2019, the researcher gave greeting and motivation about the importance of English as an international language before the teaching process for the students, then the researcher gave back the students' paper that have been any correction in it. She has conclusion after checked the students' paper then the researcher explained to the students' what was wrong in students' write descriptive paragraph. Most students got error in using a grammar. They also had some error in organization, mechanic and vocabulary. Then, the researcher explained to the students' the correct of their errors they have made so that the students were not doing the same error in next writing. The students have a chance to give some question based on their writing. After that directly the researcher introduced the material about descriptive paragraph and explained the first technique of clustering technique is making a visual map or new association that allows thinking more creatively and to begin without clear ideas, then researcher gave opportunity to the students to asking about what less they understand about material that has been learned. Next, the researcher gave the conclusion of the material that had been studied.

On Tuesday, Mei 28<sup>th</sup>, 2019. Was the second meeting, the researcher reviewed the first meeting material. The students make descriptive paragraph about famous people especially "Luna maya" and using clustering technique, the students describe

---

<sup>3</sup>Marianne Celce Murcia, *Teaching English as a second language or foreign language* (Boston: Heinle & Heinle, 1991), p. 253.

a person's appearance, work or age. The students gave question if not understand about the material.

On Monday, June 10<sup>th</sup>, 2019. Was the third meeting. The researcher gave story to motivate the students before learning. And then the researcher continued the explanation the materials descriptive paragraph, the researcher introduce clustering technique explain it and gave example of clustering design form descriptive paragraph. The researcher asks students to look for words which can represent to describe famous people especially "soimah". The researcher asks students to make a design clustering of five predetermined words by students.

On Tuesday, June 11<sup>th</sup>, 2019. Was the fourth meeting. The researcher gave some motivation to the students at once reviewed the materials were given at the previous meeting. After that the researcher gave the paper to every students look for words which can represent to describe the thing especially "Bag". The students make paragraph descriptive with using clustering technique.

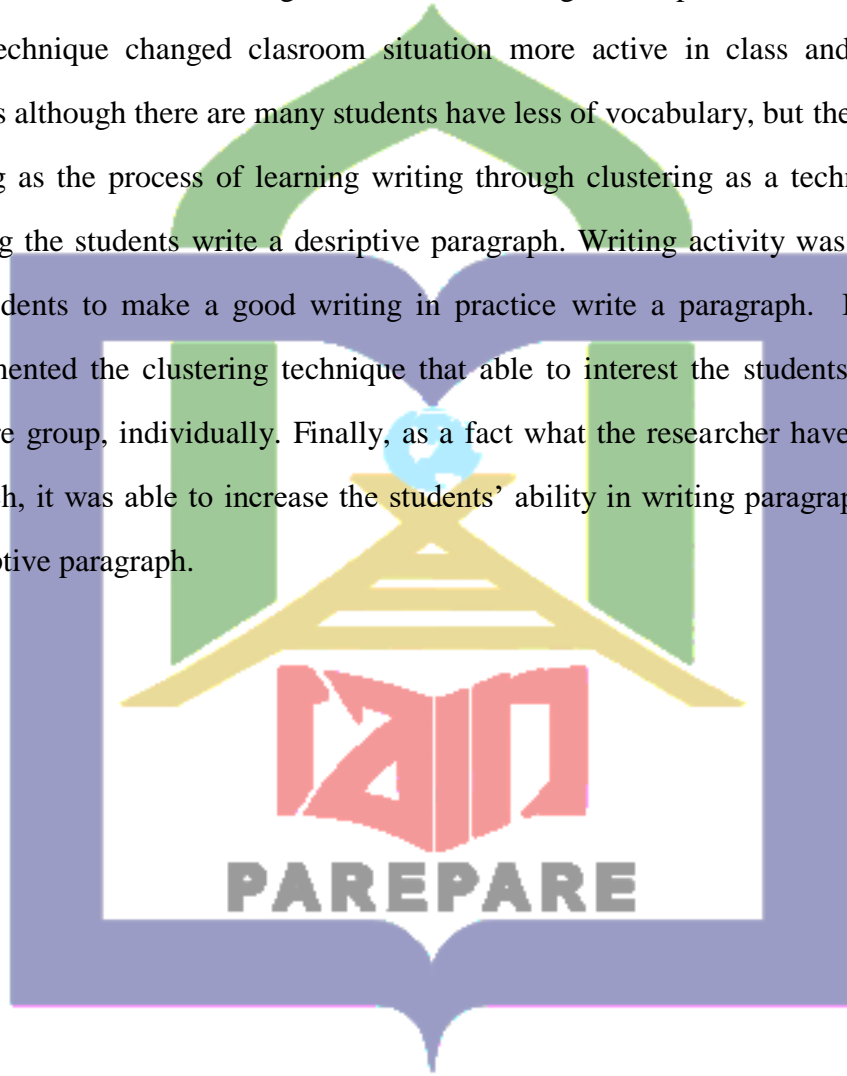
On Monday, June 17<sup>th</sup>, 2019. Was the fifth meeting. After that the researcher continued the explanation of the materials descriptive paragraph about the thing especially "Book" to make descriptive paragraph with using clustering technique.

On Tuesday, June 18<sup>th</sup>, 2019. Was sixth meeting, the researcher reviewed the materials were given at the previous meeting. After that the researcher gave the paper to every students look for words which can represent to describe the thing especially "fan" make descriptive paragraph with using clustering technique.

In the last, the researcher gave a post-test. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students rewrote a descriptive paragraph that have been given, and they wrote the descriptive

paragraph based on their knowledge after treatment. In this, the researcher did give not give back the students' paper again. It aimed to know whether this treatment has an impact or not.

From the first meeting until the last meeting, the implementation of clustering as a technique changed classroom situation more active in class and in learning process although there are many students have less of vocabulary, but the students get as long as the process of learning writing through clustering as a technique. Every meeting the students write a descriptive paragraph. Writing activity was able to help the students to make a good writing in practice write a paragraph. It shows that, implemented the clustering technique that able to interest the students in learning, they are group, individually. Finally, as a fact what the researcher have used in this research, it was able to increase the students' ability in writing paragraph especially descriptive paragraph.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the Impact of paraphrasing technique in students' writing ability in writing paragraph.

#### 5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' writing ability and class situation. This study is categorized pre-experimen research design, the objective in this study is to find out whether clustering tehnnique was able or not to improve students' writing ability in writing paragraph. Therefore, the researcher concluded that there is a significant difference of the students' writing ability before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

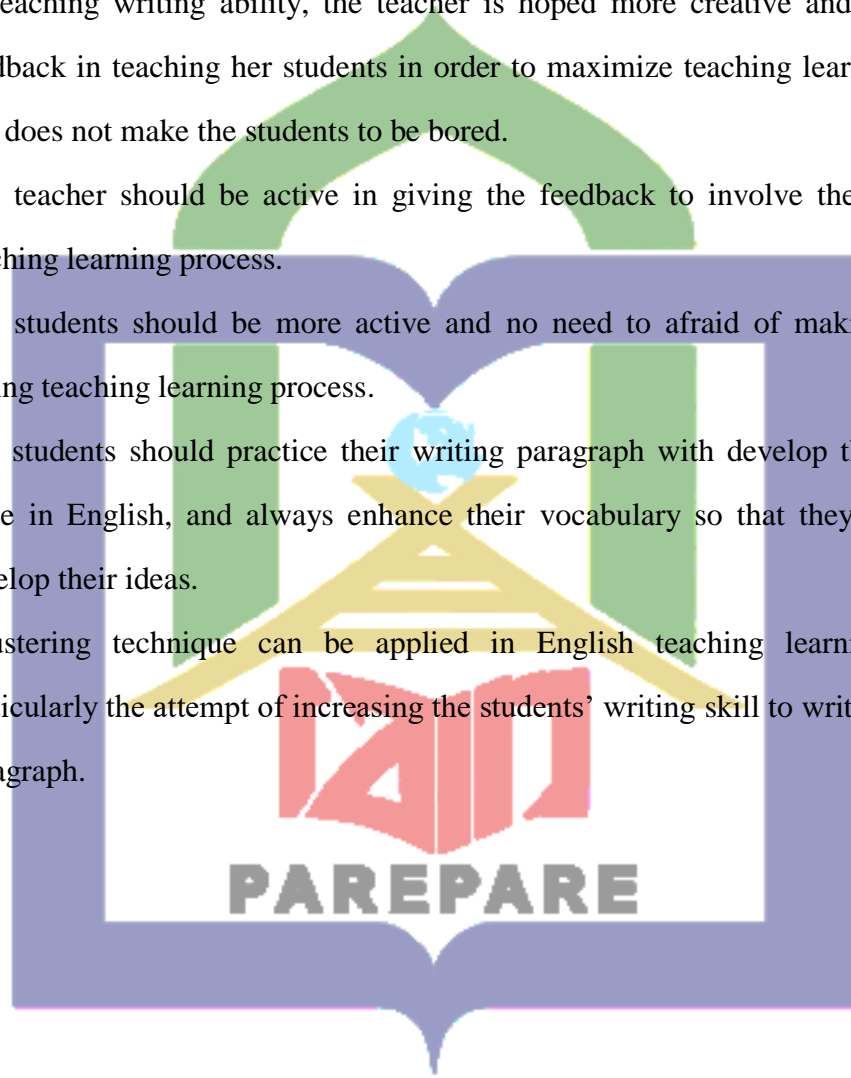
1. T-test result in which the value of t-test was 13,63. It was greater than t-table was 1,714 at the level significance 0,05 and degree of freedom (df) was 23.
2. The mean score of pre-test (54,37), standard deviation (7,98), and the mean score of post-test (83,54) and the standard deviation (6,33)

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (54,37) is lower than the mean score of post-test (83,54). Then, the t-test (13,63) was greater than t-table (1,714). it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

## 5.2 Suggestion

Based on the conclusion presented above, the researcher would like to give some suggestions as follows:

1. In teaching writing ability, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
2. The teacher should be active in giving the feedback to involve the students in teaching learning process.
3. The students should be more active and no need to be afraid of making mistakes during teaching learning process.
4. The students should practice their writing paragraph with develop their ideas to write in English, and always enhance their vocabulary so that they are easy to develop their ideas.
5. Clustering technique can be applied in English teaching learning process, particularly the attempt of increasing the students' writing skill to write descriptive paragraph.



## BIBLIOGRAPHY

- Arikunto, Suharsimi. 2009. *Dasar-dasar Evaluasi Pendidikan* . Jakarta: Bumi Aksara.
- Astrina Marzelia. 2014. “ The use of clustering technique to improve students’ skill in writing hortatory exposition text.” *e-journal of language teaching society (ELTS)*, Vol 2. No.2.
- Aprillia, Lara. 2016. “The Effect of Using Technique on The Students’ Achievement In Writing Descriptive Paragraph at tenth Grade of SMKN 1 Langsa”. Unpublished Skripsi: English Education Department: Langsa.
- Byrne, Donn. 1988. *Teaching Writing Abilities*. Longman: Longman Group UK Limited.
- Blanchard, Karen and Christine root. 2003. *Ready to Write: A first Composition Text*, New York: Pearson Education, Inc.
- Clouse, Barbara, Fine, 2005, *A Troublshooting Guides Strategies & Process For Writers*, New York: Mcgraw Hill, Edition.
- Dietsch, Betty Mattix. 2003. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Hand Book*, New York: McGraw-Hill Companies, Inc.
- E-journal of language teaching society (ELTS) vol.2 No.2 2014- ISSN 2331-1841
- Fasya, Dzaky Mubarak. 2015. “Improving the Grade VIII Students Writing Ability of Narrative Text Through Dictogloss at SMPN 1 Mungkid, Magelang”. Published Thesis; English Education Department: Yogyakarta.
- Jack C. Richards and Willy A. Renadya. 2002. *Methodology In Language Teaching. An Anthology Of Current Practice*. New York : Cambridge University Press.
- Harmer, Jeremy. 2001. *How to Teach Writing*. England: Pearson Education Limited.
- \_\_\_\_\_. 2004. *How To Teach Writing*. London: Longman.
- \_\_\_\_\_. 2004. *How To Teach Writing*. Cambridge: Pearson Education
- Hornby, A, S. 1995. *Oxford Learner’s Dictionary*. New York: oxford University Press
- Heaton, J. B. 1988. *Writing Language Test*. New York: Longman Group.
- Langan, John, *English Skill with readings*, New York: McGraw-Hill, 2000.

- Murcia, Marriane, Celce. 1991. *Teaching English as a Second Language or Foreign Language*, Boston: Hainle & Heinhle.
- Mutia, 2014. "Improving students' achievement in writing descriptive paragraph using outline technique." *Journal of English language teaching and learning of FBS UNIMED*, vol 3. No 1.
- Nada, Abisamra. 2001. *Teaching Writing: Approach and Activities*. Yogyakarta: PT. Pustaka Insan Madani.
- Tjalla Magdahalena. 2016. *The Use Of Prewriting Methods To Develop Efl Students' Competence In Writing*. Stain Parepare.
- Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing*. New York: Pearson Logman.
- Ramsley, H, Fowler. 2001. *The Little Hand Book*. Boston: Little, Brown and Company.
- Richards, Jack and Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*, New York: Cambridge University Press.
- Saraka. 1998. *From Paragraph to Essay Through Models and Exercise*. Jakarta: Depdikbud.
- Sarabun. 2013. *The Effect Of Clustering Technique On Writing Expository Essays Of EFL Students*, Journal On English As A Foreign Language.
- Sandra scarry. John scarry. 2010. *The Writer's Work Place With Reading*, New York: wadsworth CENGAGE Learning.
- Sonia Ayu Habibah Fisher. 2016. "Students' Reading Techniques Difficulties In Recount Text,". *Journal of English and Education* 4, no.2.
- Sugiyono. 2014. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. Tyner, Thomas, E. 1985. *Writing Voyage*, California: Wadsworth, Inc.
- Wishon, George E. 1980. *Let's write English*, (New York: Litton Educational publishing. Inc
- Wiguna. 2019. "Improving the seventh grade students' writing competency through clustering technique at SMPN 6 Singaraja academic." *Jurnal Pendidikan Bahasa Inggris Undiksha*, vol 7. No 1
- Pharr, Donald & santi buscemi. 2005. *Writing today: Context and Options for the real world*, New york: McGraw-Hill Companies, Inc.

## Appendix 1 Students Score of Pre-Test table

## 4.1 the students' score in pre-test based on aspect of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	Hasna wiyah	3	2	3	3	2	13
2.	Khulfi	3	2	2	2	2	11
3.	Natswa	3	2	3	2	2	12
4.	Nur Afilla	3	2	3	2	3	13
5.	Nurul mutia	2	1	2	2	2	9
6.	Nurmala	2	1	2	2	3	10
7.	Nabila	2	2	3	2	2	9
8.	Nur aisyah	3	1	2	2	2	10
9.	Putriana	3	1	2	2	3	11
10.	Putrid zalsa	3	1	3	2	3	12
11.	Sitti nur	4	2	2	1	2	11
12.	Sri ulfa	3	3	3	2	2	13
13.	Sri mulyani	3	2	3	3	1	12
14.	Andi zulfi	3	2	3	2	1	11
15.	Arjuna	3	2	3	3	2	11
16.	Chaidir	3	3	2	3	2	13
17.	Ismail	3	2	3	2	2	12
18.	Muh. Ali	3	2	2	3	2	12
19.	Muh aiman	2	2	2	1	2	9
20.	Muh. aqsar	2	1	1	1	2	7
21.	Taslim	2	1	2	2	2	9
22.	Muh. safir	2	2	3	2	2	11
23.	Iqsan HR	4	1	2	3	1	11
24.	Nurfajar	3	2	1	2	1	9

After knowing the students' score in pre-test based on aspects of writing, the following table are students' score to find out the mean score.

Table 4.2 the students' score in pre-test

No.	Students	Pre-test of the students ( $X_1$ )			
		Students' Score	Score ( $X_2$ )	$X^2$	Classification
1.	Hasna wiyah	13	65	4225	Fair
2.	Khulfi	11	55	3025	Poor
3.	Natswa	12	60	3600	Fair
4.	Nur Afilla	13	65	4225	Fair
5.	Nurul mutia	9	45	2025	Poor
6.	Nurmala	10	50	2500	Poor
7.	Nabila	9	45	2025	Poor
8.	Nur aisyah	10	50	2500	Poor
9.	Putriana	11	55	3025	Poor
10.	Putrid zalsa	12	60	3600	Fair
11.	Sitti nur	11	55	3025	Poor
12.	Sri ulfa	13	65	4225	Fair
13.	Sri mulyani	12	60	3600	Fair
14.	Andi zulfi	11	55	3025	Poor
15.	Arjuna	11	55	3025	Poor
16.	Chaidir	13	65	4225	Fair
17.	Ismail	12	60	3600	Fair
18.	Muh. Ali	12	60	3600	Fair
19.	Muh aiman	9	45	2025	Poor
20.	Muh. Aqsar	7	35	1225	Very Poor
21.	Taslim	9	45	2025	Poor
22.	Muh. Safir	11	55	3025	Poor
23.	Iqsan HR	11	55	3025	Poor
23.	Nurfajar	9	45	2025	Poor
			$\sum X_1$ =1.305	$\sum X_1^2 =$ 72.425	

The table above showed that the result of students' writing score before applying the clustering technique. There were one student got very poor score, nine students got fair score, and fourteen students got poor score. The total score in pre-

test is 1305. It has shown that, the students' skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1305}{24}$$

$$\bar{X} = 54,37$$

Thus, the mean score ( $\bar{X}_1$ ) of pre-test is 50,58

The standard deviation of the pre-test

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

$$SD = \sqrt{\frac{72.425 - \frac{(1035)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{72.425 - \frac{1.703,025}{24}}{23}}$$

$$SD = \sqrt{\frac{72.425 - 70.959,37}{23}}$$

$$SD = \sqrt{\frac{1.465,63}{23}}$$

$$SD = \sqrt{63,723}$$

$$SD = 7,98$$

Thus, the standard deviation of the pre-test is 7,98

Appendix 2 students' score of post-test table 4.3 the students' score in post-test based on aspect of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	Hasna wiyah	4	4	4	3	2	17
2.	Khulfi	3	3	4	3	3	16
3.	Natswa	4	3	4	3	3	17
4.	Nur Afilla	3	4	4	3	3	17
5.	Nurul mutia	4	3	3	3	3	16
6.	Nurmala	3	3	3	4	4	17
7.	Nabila	3	4	3	3	3	16
8.	Nur aisyah	3	3	3	3	3	15
9.	Putriana	4	3	4	4	3	18
10.	Putrid zalsa	3	3	4	4	3	17
11.	Sitti nur	4	3	4	4	3	18
12.	Sri ulfa	3	3	4	3	3	16
13.	Sri Mulyani	4	3	4	2	3	16
14.	Andi zulfi	4	3	4	3	4	18
15.	Arjuna	4	3	4	4	3	18
16.	Chaidir	4	3	3	3	3	16
17.	Ismail	3	2	2	3	3	13
18.	Muh. Ali	4	3	4	4	3	18
19.	Muh aiman	4	3	2	3	3	15
20.	Muh. aqsar	3	3	4	4	3	17
21.	Taslim	4	4	3	3	4	18
22.	Muh. Safir	3	4	4	4	3	18
23.	Iqsan HR	4	2	4	3	3	16
24.	Nurfajar	4	4	3	3	4	18



Table 4.3 is students' score in post-test based on aspects of writing. To find out the mean score and the standard deviation.

Table 4.3 the students' score in post-test

No.	Students	Post-test of the students ( $X_2$ )			
		Students' Score	Score ( $X_2$ )	$X^2$	Classification
1.	Hasna wiyah	17	85	7225	Very good
2.	Khulfi	16	80	6400	Very good
3.	Natswa	17	85	7225	Very good
4.	Nur Afilla	17	85	7225	Very good
5.	Nurul mutia	16	80	6400	Very good
6.	Nurmala	17	85	7225	Very good
7.	Nabila	16	80	6400	Very good
8.	Nur aisyah	15	75	5625	Good
9.	Putriana	18	90	8100	Very good
10.	Putrid zalsa	17	85	7225	Very good
11.	Sitti nur	18	90	8100	Very good
12.	Sri ulfa	16	80	6400	Very good
13.	Sri mulyani	16	80	6400	Very good
14.	Andi zulfi	18	90	8100	Very good
15.	Arjuna	18	90	8100	Very good
16.	Chaidir	16	80	6400	Very good
17.	Ismail	13	65	4225	Fair
18.	Muh. Ali	18	90	8100	Very good
19.	Muh aiman	15	75	5625	Good
20.	Muh. Aqsar	17	85	7225	Very good
21.	Taslim	18	90	8100	Very good
22.	Muh. Safir	18	90	8100	Very good
23.	Iqsan HR	16	80	6400	Very good
24.	Nurfajar	18	90	8100	Very good
			$\sum X_2 =$ 2.005	$\sum X_2^2 =$ 168.425	

The table above showed that there were a change of students' score after did the treatment. There were twenty one students got very good score, two students got good score, and there were one students got fair score. The total score in post-test is 2.005. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the paraphrasing technique.

Mean score of the post-test

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

$$X = \frac{2.005}{24}$$

$$X = 83,54$$

Thus, the mean score ( $X_2$ ) of post-test is 83,54

The standard deviation of the post-test

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

$$SD = \sqrt{\frac{168.425 - \frac{(2.005)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{168.425 - \frac{4.020.025}{24}}{23}}$$

$$SD = \sqrt{\frac{168.425 - 167.501.042}{23}}$$

$$SD = \sqrt{\frac{923.958}{23}}$$

$$SD = \sqrt{40.172.087}$$

$$SD = 6.338.145$$

Thus, the SD of the post-test is 6,33.

Appendix 3 the T-test value

No	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> - X <sub>1</sub> )	D(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1	65	85	4225	7225	20	400
2	55	80	3025	6400	25	625
3	60	85	3600	7225	25	625
4	65	85	4225	7225	20	400
5	45	80	2025	6400	35	1225
6	50	85	2500	7225	35	1225
7	45	80	2025	6400	35	1225
8	50	75	2500	5625	25	625
9	55	90	3025	8100	35	1225
10	60	85	3600	7225	25	625
11	55	90	3025	8100	35	1225
12	65	80	4225	6400	15	225
13	60	80	3600	6400	20	400
14	55	90	3025	8100	35	1225
15	55	90	3025	8100	35	1225
16	65	80	4225	6400	15	225
17	60	65	3600	4225	5	25
18	60	90	3600	8100	30	900
19	45	75	2025	5625	30	900
20	35	85	1225	7225	50	2500
21	45	90	2025	8100	45	2025
22	55	90	3025	8100	35	1225
23	55	80	3025	6400	25	625
24	45	90	2025	8100	45	2025
Total	1.305	2.005	72.425	168.425	700	22.950

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{700}{24} = 29,17$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{29,17}{\sqrt{\frac{22.950 - \frac{(700)^2}{24}}{24(24-1)}}$$

$$t = \frac{29,17}{\sqrt{\frac{22.950 - \frac{490.000}{24}}{24(23)}}$$

$$t = \frac{29,17}{\sqrt{\frac{22.950 - 20.416,67}{552}}}$$

$$t = \frac{29,17}{\sqrt{\frac{2.533,33}{552}}}$$

$$t = \frac{29,17}{\sqrt{4,59}}$$

$$t = \frac{29,17}{2,14}$$

$$t = \mathbf{13,63}$$

Thus, the t-test value is 13,63

Appendix 4 instrument of pre-test

**Pre-test**

Write descriptive paragraph about people or thing “town’ !

**Post-test**

1. Write down descriptive paragraph about people or thing “town’ by using clustering technique !

The diagram illustrates a clustering technique for writing. It consists of a central white oval with five arrows pointing outwards to five surrounding white ovals. This structure is overlaid on a background image of an open book with a green arch above it. Below the diagram, there are five horizontal lines for writing.

## Appendix 5 Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN**

<b>Sekolah</b>	: SMPN 1 Patampanua
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/ Semester</b>	: VIII/3
<b>Materi Pokok</b>	: <b>Describing people and thing</b>
<b>Alokasi Waktu</b>	: 6 pertemuan ( 2 jam )

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
	<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p>
	<p>2.1 Menunjukkan perilaku <b>santun</b> dan <b>peduli</b> dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p>	<p>2.1.1</p>
	<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi</p>	<p>3.1.1 Mengidentifikasi fungsi sosial teks deskriptif.</p> <p>3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif tulis tentang orang.</p>

	<p>sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang dan nama benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p>	<p>3.1.3 Mengidentifikasi makna dalam teks deskriptif tulis, pendek dan sederhana</p> <p>3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif tulis tentang people sesuai dengan konteks penggunaannya.</p> <p>3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif tulisan tentang benda sesuai dengan konteks penggunaannya.</p>
<p>4.11 Menangkap makna dalam teks deskriptif tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif tulisan, pendek dan sederhana, tentang orang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>4.11.1 Membuat deskriptif dengan menggunakan teknik clustering sangat pendek dan sederhana</p> <p>4.12.1 Menyusun teks tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.2 Menyusun teks deskriptif tulis sangat pendek dan sederhana, tentang nama benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	



	kebahasaan yang benar dan sesuai konteks.	

### C. Tujuan Pembelajaran

Peserta didik:

- 1.1.1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;
- 1.1.1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;
- 2.1.1.1
- 3.11.1.1 Mengidentifikasi fungsi sosial teks deskriptif.
- 3.11.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif tulisan tentang orang.
- 3.11.1.3 Mengidentifikasi makna dalam teks deskriptif tulis, pendek dan sederhana
- 3.11.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks tulis tentang people sesuai dengan konteks penggunaannya.
- 3.11.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif tulisan tentang nama benda sesuai dengan konteks penggunaannya.

- 4.11.1 Mendeskripsi tulisan sangat pendek dan sederhana dengan menggunakan teknik clustering sangat pendek dan sederhana
- 4.12.2 Menyusun teks deskriptif tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

#### D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, dan benda dan nama tempat

##### 1. Fungsi Sosial dari ungkapan:

Membanggakan, mengenalkan, mengidentifikasi, mengkritik, dsb nya.

##### 2. Struktur Teks ( gagasan utama dan informasi rinci )

- a. menyebutkan nama orang/ artis yang dipilih untuk dideskripsikan.
- b. menyebutkan sifat orang
- c. menyebutkan tindakan dari atau terkait dengan orang, benda semuanya sesuai dengan fungsi sosial yang hendak dicapai.

##### 3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (3) Kata sifat tentang orang, benda(nama tempat) dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- (4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*

- (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (7) Ucapan, tekanan kata, intonasi
- (8) Ejaan dan tanda baca
- (9) Tulisan tangan

#### **E. Metode Pembelajaran**

Pendekatan Saintifik

#### **F. Media, Alat, dan Sumber Pembelajaran**

##### 1. Media

- a. Gambar orang
- b. Kertas latihan
- c. White board
- d. Kertas latihan

##### 2. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

#### **G. Langkah-langkah Kegiatan Pembelajaran**

##### **1. Pertemuan Pertama**

##### **a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik

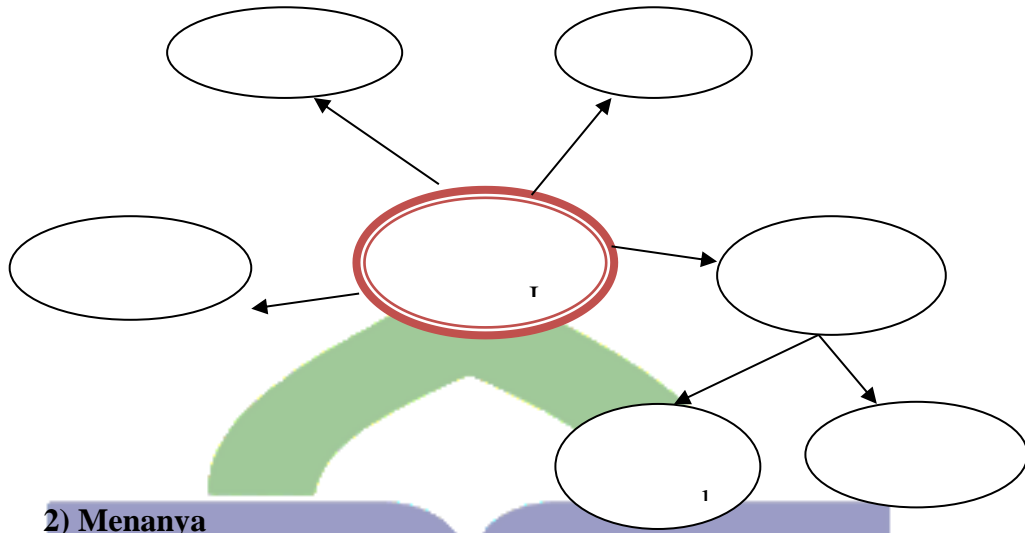
untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- 2) Guru mengajak peserta didik menyanyikan lagu “*Good Morning*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Inti (60 menit)**

**1) Mengamati**

1. Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya dan ciri kebahasaannya, struktur teks).
2. Guru memberikan contoh teks descriptive paragraph kepada siswa
3. Guru bersama menganalisa kosakata dan grammar yang digunakan dari descriptive paragraph tersebut.
4. Guru memperkenalkan teknik clustering dan menjelaskannya cara menggunakan clustering teknik yaitu:
  - Mengambil kertas dan menentukan topik
  - Tulis idea yang berkaitan dengan topik di tengah-tengah kertas lalu melingkari topik, dan hubungkan idea kelingkaran pusat.
 contoh sebagai berikut:



## 2) Menanya

- Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan struktur teks dari teks deskriptif yang telah di berikan.

## 3) Mencoba/Mengumpulkan Data atau Informasi

- Secara individu peserta didik menuliskan ide,fakta, atau detail lain yang berkaitan ide,dan bergabung dengan kelingkaran yang sesuai.
- Secara individu peserta didik membuat descriptive menggunakan clestering technique.

## 4) Mengasosiasi/Menganalisis Data atau Informasi

- siswa mengerjakan tugas terkait dengan tema about people, untuk mengetahui apakah memahami pelajaran ini.
- Peserta didik meminta bantuan guru bila memerlukannya.

## 5) Mengomunikasikan

- Setiap siswa mempresentasikan hasil kerjanya.
- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

## c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

## **2. Pertemuan Kedua**

### **a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

### **b. Kegiatan inti (60 menit)**

#### **1) Mencipta**

- 1) Siswa diminta untuk membuat design clustering technique dengan tema tentang people kemudian membuat descriptive paragraph sesuai dengan ide dari design clustering technique.
- 2) Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa
- 3) Siswa diminta menukar hasil karya nya dengan teman disebelahnya

4) Siswa diminta untuk memberikan catatan terhadap hasil kerja temannya

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**H. Penilaian**

No.	Aspects	Criteria	Scores
1.	Content	<ul style="list-style-type: none"> <li>• Relevant to topic.</li> <li>• Mostly relevant to topic but lacks detail.</li> <li>• Inadequate development of topic.</li> <li>• Not relevant to topic.</li> </ul>	4 3 2 1
2.	Organization	<ul style="list-style-type: none"> <li>• Ideas clearly stated and supported, well organized (generic structure), cohesive.</li> <li>• Loosely organized but main ideas stand out, not well organized (generic structure).</li> <li>• Ideas confused or even no main ideas, bad organization (generic structure).</li> <li>• Does not communicate, no organization (generic structure).</li> </ul>	4 3 2 1
3.	Vocabulary	<ul style="list-style-type: none"> <li>• Effective word / idiom choice and usage.</li> </ul>	4

		<ul style="list-style-type: none"> <li>• Occasional errors of word / idiom form, choice and usage.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of word / idiom form, choice and usage.</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary, idioms and word form.</li> </ul>	1
4.	Language Use	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Dominated by errors.</li> </ul>	1
5.	Mechanics	<ul style="list-style-type: none"> <li>• Few errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization, and paragraphing.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Dominated by errors.</li> </ul>	1

### 1. Kompetensi Pengetahuan



- a. Teknik Penilaian :Tes Tertulis

## 2. Keterampilan

- a. Teknik Penilaian :Tes Tertulis dan Praktik
- b. Bentuk Instrumen : keterampilan menulis

## 3. Pertemuan Ketiga

### a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Good Morning*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

### b. Inti (60 menit)

#### 1) Mengamati

- 1) Guru membagikan draft tulisan siswa
- 2) Siswa diminta untuk merevisi draft yang telah dibuat
- 3) Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya
- 4) Beberapa siswa diminta untuk membacakan hasil tulisannya

**2) Menanya**

- a) Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan bagaimana menulis idea dan unsur kebahasaan yang digunakan.
- b) Dengan bimbingan guru peserta didik dapat merumuskan pertanyaan bagaimana mendeskripsikan orang menggunakan teknik clustering..

**3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Secara individu peserta didik menuliskan ide, fakta, atau detail lain yang berkaitan ide, dan bergabung dengan kelingkaran yang sesuai.
- b) Secara individu peserta didik membuat descriptive menggunakan clustering technique dengan tema tentang people

**4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) siswa mengerjakan tugas terkait dengan tema about people untuk mengetahui apakah memahami pelajaran ini.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

**5) Mengomunikasikan**

- a) Setiap kelompok mempresentasikan hasil kerjanya.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.

- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

#### **4. Pertemuan Keempat**

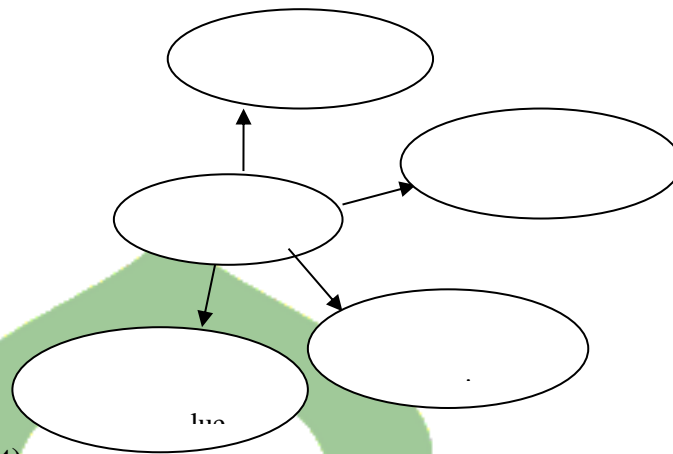
##### **a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

##### **b. Kegiatan inti (60 menit)**

###### **1) Mencipta**

- 1) Guru memberikan penjelasan tentang descriptive berkaitan dengan tema nama benda.
- 2) Guru menunjukkan contoh descriptive paragraph tentang nama benda
- 3) Siswa diminta membuat design clustering berkenaan dengan sebuah benda.



### c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

### H. Penilaian

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well organized (generic structure).	3

		<ul style="list-style-type: none"> <li>• Ideas confused or even no main ideas, bad organization (generic structure).</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Does not communicate, no organization (generic structure).</li> </ul>	1
3.	Vocabulary	<ul style="list-style-type: none"> <li>• Effective word / idiom choice and usage.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Occasional errors of word / idiom form, choice and usage.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of word / idiom form, choice and usage.</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary, idioms and word form.</li> </ul>	1
4.	Language Use	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Dominated by errors.</li> </ul>	1
5.	Mechanics	<ul style="list-style-type: none"> <li>• Few errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization, and paragraphing.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	2

		• Dominated by errors.	1
--	--	------------------------	---

### 1. Kompetensi Pengetahuan

- Teknik Penilaian :Tes Tertulis

### 2. Keterampilan

- Teknik Penilaian :Tes Tertulis dan Praktik
- Bentuk Instrumen : keterampilan menulis
- Tes Praktik Keterampilan Berbicara, dan Rubrik Penilaian Tes Praktik

### 3. Pertemuan Kelima

#### a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Good Morning*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

#### b. Inti (60 menit)

##### 1) Mengamati

- 1) Siswa diminta untuk menuliskan draft pertama dengan teknik clustering dalam bentuk paragraph descriptive.
- 2) Siswa diminta menukar hasil karya nya dengan teman disebelahnya
- 3) Siswa diminta untuk memberikan catatan terhadap hasil kerja temannya

## 2) Menanya

- a) Secara individu peserta didik menuliskan ide,fakta, atau detail lain yang berkaitan ide,dan bergabung dengan kelingkaran yang sesuai.
- b) Secara individu peserta didik membuat descriptive menggunakan clestering technique dengan tema tentang nama benda

## 3) Mencoba/Mengumpulkan Data atau Informasi

- a) Secara individu peserta didik menuliskan ide,fakta, atau detail lain yang berkaitan ide,dan bergabung dengan kelingkaran yang sesuai.
- b) Secara individu peserta didik membuat descriptive menggunakan clestering technique dengan tema tentang nama benda.

## 4) Mengasosiasi/Menganalisis Data atau Informasi

- a) peserta didik dapat memilih nama tempat favoritnya dan mendeskripsikan dengan menggunakan clustering technique.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

## 5) Mengomunikasikan

- a) Setiap siswa mempresentasikan hasil kerjanya.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

### c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

## **6. Pertemuan Keenam**

### **a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

### **b. Kegiatan inti (60 menit)**

#### **1) Mencipta**



- 1) Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya
- 2) Beberapa siswa diminta untuk membacakan hasil tulisannya

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**H. Penilaian**

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well organized (generic structure).	3
		• Ideas confused or even no main ideas, bad organization (generic structure).	2
		• Does not communicate, no organization (generic structure).	1

3.	Vocabulary	<ul style="list-style-type: none"> <li>• Effective word / idiom choice and usage.</li> <li>• Occasional errors of word / idiom form, choice and usage.</li> <li>• Frequent errors of word / idiom form, choice and usage.</li> <li>• Little knowledge of English vocabulary, idioms and word form.</li> </ul>	4 3 2 1
4.	Language Use	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> <li>• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> <li>• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.</li> <li>• Dominated by errors.</li> </ul>	4 3 2 1
5.	Mechanics	<ul style="list-style-type: none"> <li>• Few errors of spelling, punctuation, capitalization and paragraphing.</li> <li>• Occasional errors of spelling, punctuation, capitalization, and paragraphing.</li> <li>• Frequent errors of spelling, punctuation, capitalization and paragraphing.</li> <li>• Dominated by errors.</li> </ul>	4 3 2 1

### 1. Kompetensi Pengetahuan

Teknik Penilaian :Tes Tertulis

## 2. Keterampilan

- a. Teknik Penilaian : Tes Tertulis dan Praktik
- b. Bentuk Instrumen : keterampilan menulis
- c. Tes Praktik Keterampilan Berbicara, dan Rubrik Penilaian Tes Praktik.

**Peneliti**

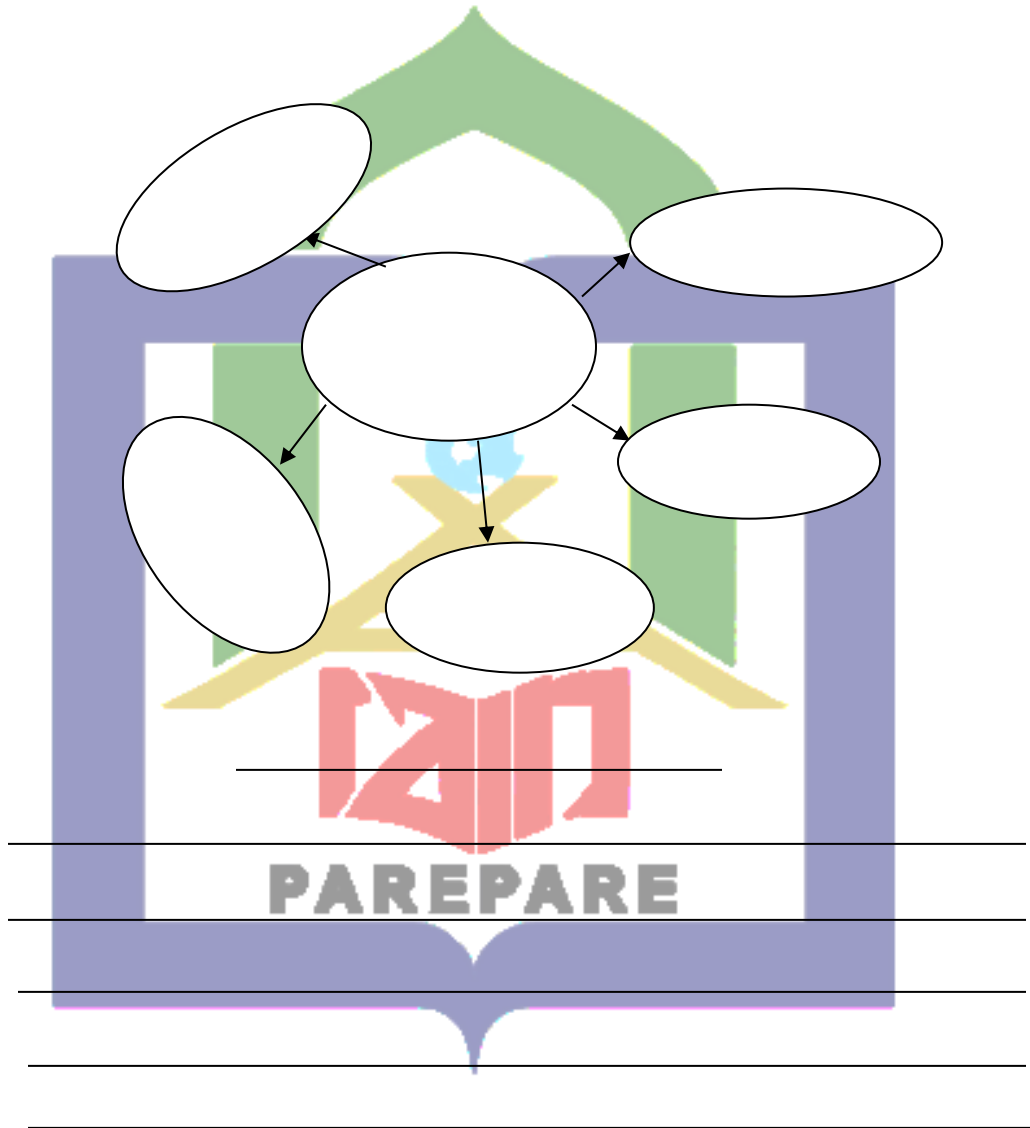
**RATRI**

**15.1300.05**



## Appendix 6 instrument of the post-test

1. Write down descriptive paragraph about people or thing “town’ by using clustering technique !



## CURRICULUM VITAE



The researcher was born on June 21<sup>nd</sup>, 1998 in pinrang. She is the fifth child from fifth siblings; she has third sister and one brother. Her father name is Burhan and her mother name is Radi. Her educational background began 2004 in SDN 128, Kec Patampanua, Kab. Pinrang and graduated on 2009. She continued her study at UPT SMPN 1 Patampanua, Kec. patampanua Kab. Pinrang and graduated on 2012. She registered in senior High school MAN Pinrang. Kab. Pinrang but now it was changed become MAN Pinrang and graduated on 2015. She continued her education at English Program Tarbiyah Faculty State Islamic Institute (Iain)Parepare and Took English as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program Tarbiyah Faculty State Islamic Institute (Iain) Parepare of on 2019. With the title of her skripsi “Increasing Students’ Skill To Write Descriptive Paragraph At The Eight Grade Students Of UPT SMPN 1 Patampanua Through Clustering Technique”