

**A THESIS**

**THE EFFECT OF CLUSTERING TECHNIQUE TO IMPROVE  
STUDENT'S ENGLISH WRITING AT THE EIGHTH GRADE  
STUDENT OF SMPN 2 PATAMPANUA, KAB. PINRANG**



**BY**

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

**2023**

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

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**A Thesis**

**As partial Fulfillment of the Requirement for the Degree**

**Of Sarjana Pendidikan ( S.Pd.)**

**English Education Study Program**

**Submitted by :**

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**PAREPARE**

**TO**

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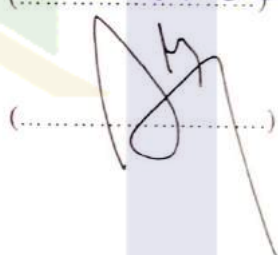
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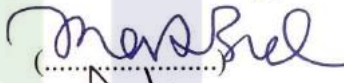
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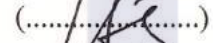
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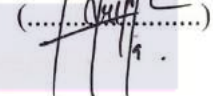
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Parepare, December 10<sup>th</sup> 2022



Ratnawati

## DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, December 10<sup>th</sup> 2022

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## ABSTRACT

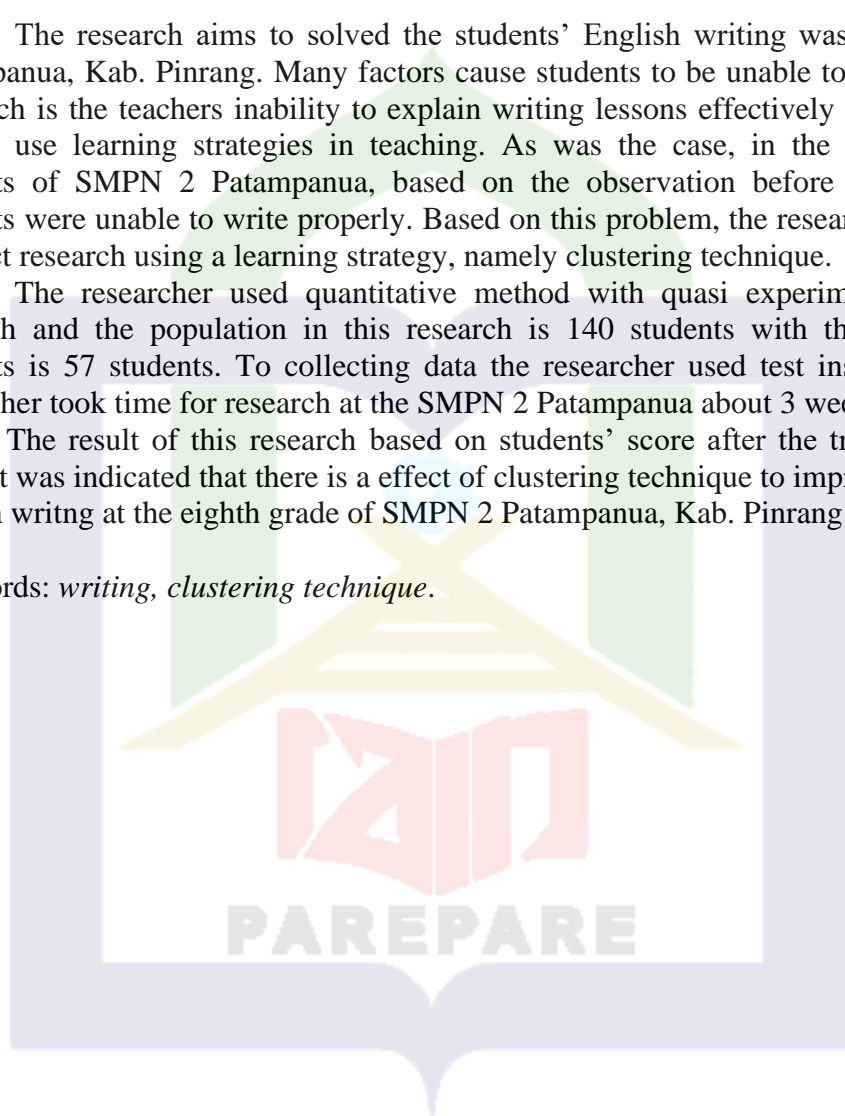
Ratnawati. *The Effect of Clustering Technique to Improve Students' English Writing at The Eighth Grade Students of SMPN 2 Patampanua, Kab. Pinrang* (Supervised by Arqam and Ismail Latif ).

The research aims to solved the students' English writing was at SMPN 2 Patampanua, Kab. Pinrang. Many factors cause students to be unable to writing, one of which is the teachers inability to explain writing lessons effectively because they do not use learning strategies in teaching. As was the case, in the eighth grade students of SMPN 2 Patampanua, based on the observation before most of the students were unable to write properly. Based on this problem, the researcher want to conduct research using a learning strategy, namely clustering technique.

The researcher used quantitative method with quasi experimental in her research and the population in this research is 140 students with the sample of students is 57 students. To collecting data the researcher used test instrument. The researcher took time for research at the SMPN 2 Patampanua about 3 weeks.

The result of this research based on students' score after the treatment was done. It was indicated that there is a effect of clustering technique to improve students english writng at the eighth grade of SMPN 2 Patampanua, Kab. Pinrang.

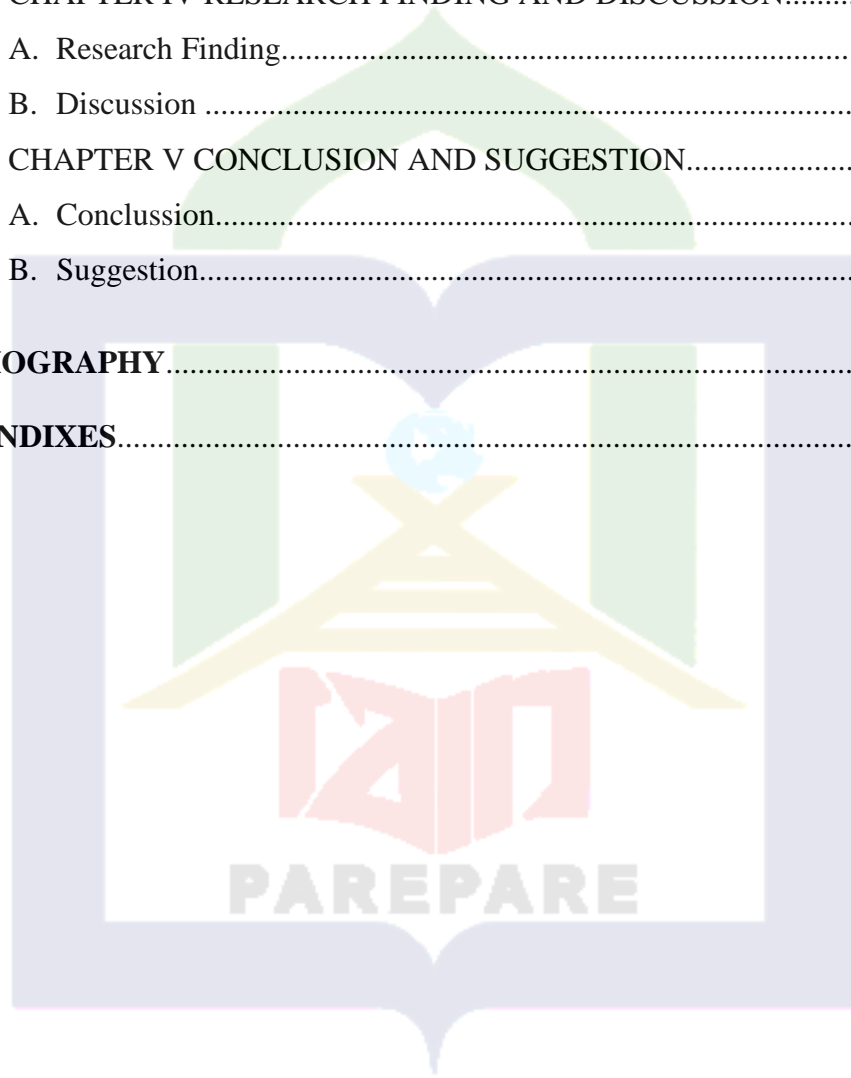
Keywords: *writing, clustering technique.*



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## CHAPTER I INTRODUCTION

This chapter discusses about background, problem identification, research problem, objective of the research, the significance of the research.

### A. Background

In learning a language, we are required to master several skills including speaking, reading, listening and writing. Each skill has its own difficulties in mastering such as speaking we are required to know a lot of vocabulary and also how to pronounce it correctly, reading is the same as speaking we have to know how to pronounce it and understand the meaning in each sentence, listening we also have to be proficient in listening to words with listening in other words mastery of vocabulary, pronunciation and also understanding the meaning of every sentence that is heard, and the last is writing in writing we must understand and know several aspects such as vocabulary, grammar and also how we express ideas in writing.

In writing, we must know what aspects we must have when writing, including what obstacles students experience when writing. The obstacles faced by students in writing include lack of vocabulary, poor grammar, inability to arrange words into sentences, inability to spell every word correctly, choose the right words, write certain letters and give up quickly. This problem is experienced by many students at the secondary education level considering they do not have basic knowledge of English subjects.

Based on these problems, the previous researcher had made preliminary observations at the SMPN 2 Patampanua school and asked the school for permission to conduct research later. In this observation, the researcher took data about the problems experienced by students in learning English by means of direct interviews with English language teachers. After conducting interviews, researcher have encountered several problems at SMPN 2 Patampanua in learning English. There are three subject problems, namely from teachers, students and school. From the teachers, there are 3 teachers who teach English subjects at SMPN 2 Patampanua, of the three teachers, only 1 teacher used learning strategy and the other teachers used the lecture method in delivering the subject matter. From school, the school does not facilitate learning media in learning English. From students, they have a low level of learning motivation so that they are bored in learning writing and also students have limitations in mastering vocabulary because they do not have the basis of previous education<sup>1</sup>.

The lack of students' learning motivation and the lack of vocabulary that students have are the main reasons why students have difficulty in learning English, including writing learning. Based on the problems above, the researcher wants to do a treatment on students' writing skill by providing a learning strategy that can help students in writing problems, namely the clustering technique.

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<sup>1</sup>Rosmini,Desa Sipatuo,Kec. Patampanua, Kab. Pinrang, *wawancara* di SMPN 2 Patampanua, 04 Juni 2022.



The clustering technique is also known as charting or mapping, according to Langan. For visual methods, this method is especially useful. The relationship between ideas and details is represented by lines, squares, arrows, and circle in the clustering. In addition, Pharr and Santi, the groups' students, write topic in the middle of a piece of paper and then write ideas from surrounding topics, connecting them to the topic with a line, subtopics follow the same procedure. As the this method assists students in coming up with their concepts before turning them into letters. According to Royan, the Clustering techniques assists students generate ideas<sup>2</sup>. The clustering technique can be used as a writing learning strategy, as the opinions of the experts above suggest.

There are many studies that use clustering techniques in their research, many researchers only focus on increasing students' vocabulary because vocabulary is the basic and main thing that must be mastered in mastering a foreign language. Thus, the research that will be carried out by researcher using clustering techniques focus on students' writing skill, especially in writing descriptive texts.

The researcher chose descriptive text because descriptive text is included in the material in learning English taught at SMPN 2 Patampanua, hereby the researcher wants to conduct a research entitled 'The Effect of Clustering Technique to Improve Student's English Writing at Eighth Grade of SMPN 2 Patampanua, Kab.Pinrang'.

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<sup>2</sup>Tenia Ramalia and Nirna Nirmala. " Using Clustering Technique in Teaching Writing", *Jurnal Ilmu Pendidikan dan Ilmu Sosial* 28, no. 1 (2019):20

## **B. Problem Identification**

Based on the background above, the researchers set several identification problems as follows. (1) eighth grade students of SMPN 2 Patampanua have low learning motivation, (2) eighth grade students of SMPN 2 Patampanua are lacking in vocabulary mastery, (3) lack of supporting facilities in learning that the school has, (4) teachers of SMPN 2 Patampanua are mostly do not use learning strategies and only use the conventional method.

## **C. Research Question**

Based on the background above, the writer formulates the question of problem as follow:

1. How is the student's English writing at the eifghth grade student of SMPN 2 Patampanua, Kab. Pinrang?
2. Is clustering technique able to improve student's Englih writing at the eighth grade student of SMPN 2 Patampanua, Kab. Pinrang?

## **D. The Objective of The Research**

Based on the problem question above, the objective of this research as follow:

1. To know how student's English writing at the eighth student grade of SMPN 2 Patampanua, Kab. Pinrang.
2. To find out whether or not clustering technique improve student's English writing at the eighth grade student of SMPN 2 Patampanua, Kab. Pinrang.

## E. Significance of Research

The research that will be carried out will provide benefits including the following:

### 1. Theoretical Benefits

This research is expected to provide a broad understanding and study of the effect of clustering techniques on students' descriptive text writing skills and also increase knowledge about this research and can be used as a comparison in future studies.

### 2. Practical Benefits

#### a. For Researchers

This research can be used by researcher as an in-depth experience of the teaching and learning process, especially in English subjects, in applying it to all lecture theories that have been used during lectures and adding insight into learning writing.

#### b. For Teachers

This research can help teachers as an alternative in the problems of the teaching and learning process, especially in English subjects in students' writing skills while increasing their insight to carry out learning strategies in the teaching and learning process so that the atmosphere in the classroom can have a positive impact on students.

c. For School

This research can assist schools in finding out what problems are experienced by teachers and students and also provide an understanding for schools to play an active role in facilitating teaching and learning activities.



## CHAPTER II

### REVIWE OF LITERATURE

In order to achieve the study's goal, every research should include a review of relevant literature. The literature review for the forthcoming research is the subject of this chapter. It is start from previous research finding, definition of writing, benifits of writing, definition of descriptive text, descriptive text structure, steps to write descriptive text, understanding of clustering technique, types of clustering technique, using clustering technique in teaching writing descriptive text, the binefits of clustering technique ,conceptual freamework, and hypothesis.

#### A. Previous Research Finding

In this study, the researcher includes previous research, based on the concept and title which is almost the same in this study, while some previous studies are as follows:

The first research conducted by Iskandar, et al in 2021, which was located in the Binamu sub-district, Jeneponto Regency, with the title “*Keefektifan Penggunaan Metode Clustering dan Show Not Tell terhadap kemampuan menulis teks deskripsi Peserta Didik SMP Kelas VII Kecamatan Binamu Kabupaten Jeneponto*”, the problem of the research This is that there are several schools that have difficulty writing descriptive texts in junior high school education in Binamu District, Jeneponto Regency, mainly on the part of students who are unable to express ideas that will be written, the research method used in this study is a one goup pretest research design. - posttest design, with a population of 9 schools in Binamu District and the sample used is 75 samples from 3 schools, The data analysis used was descriptive quantitative and inferential statistics, the results found that there were

significant differences in student learning outcomes after Clustering and Show Tell were applied to the three schools in other words the use of these methods was effective in improving students' writing descriptive text skills<sup>3</sup>.

The second research conducted by Andi Paida in 2021 with the research title '*Peningkatan Kemampuan Menulis Paragraf Narasi Kelas X3 SMA Negeri 3 Sinjai Melalui Peningtegrasian Teknik Clustering dan Jurnalis Questsions*', the problems of this research are the most of the X3 class students of SMA Negeri 3 Sinjai have poor writing skill such as lack of using correct grammar and low learning outcomess for Indonesia subject. In this research, using classroom action research method and data analysis technique used in the form of qualitative dan quantitative analysis. From the results of his research found that the ability to write narrative paragraphs of class X3 students of SMA Negeri 3 Sinjai has increased significantly.<sup>4</sup>

The third research conducted by Rita in 2018, with the title of her research, "*Pengaruh Model Pembelajaran Kooperatif Tipe Kalimat Konsep Terhadap Kemampuan Menulis Karangan Deskrpsi Siswa Kelas X Sma Swasta Nurul Amaliyah*", the problem in this research is the lack of teacher ability in making the teaching and learning process effective, especially on the subject of student description essays, the research method carried out in this study was experimental research with a two group only post test design research design, the number of samples was 72 people from 72 populations,

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<sup>3</sup>Iskandar, et al. "Keefektifan Penggunaan Metode Clustering Dan Show Not Tell Terhadap Kemampuan Menulis Teks Deskripsi Peserta Didik SMP Kelas VII Di Kecamatan Binamu Kabupaten Jeneponto," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 7, no. 2 (2021): 424–36, <https://doi.org/10.30605/onoma.v7i2.1266>.

<sup>4</sup>Andi Paida., "Peningkatan Kemampuan Menulis Paragraf Narasi Kelas X3 Sma Negeri 3 Sinjai Melalui Peningtegrasian Teknik Clustering Dan Jurnalis Questions" 10, no. 3 (2017): 17–18.

the data analysis used was the t- test with the results of the study increasing significantly. significantly to the ability to write descriptive essays of class X students of SMA Private Nurul Amaliyah<sup>5</sup>.

Based on several previous researches that the researcher uses as a reference, there are elements of significant differences. The discussion in the research that the researcher will discuss here as a common thread with previous research includes:

1. There are differences in research methods
2. The number of populations and samples used are different.
3. The research location is different.
4. There are differences in data analysis techniques
5. There is a different frame of mind
6. The researcher focus on implementation of the Clustering Techniqueto improving student's writing ability at eighth grade of SMPN 2 Patampanua.

It is possible to draw the conclusion from a review of the above-mentioned results of previous studies that this research is significantly different from previuos research. As the result, it can be serve a reference for future researchers and be useful for futher researcher.

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<sup>5</sup>Rita, "Jurnal Pendidikan Bahasa Dan Sastra Indonesia," *Face Threatening Act of Different Ethnic Speakers in Communicative Events of School Context* 8, no. 1 (2019): 68.

## B. Some Pertinent Ideas

### 1. Basic Concept of Writing

#### a. Definition of Writing

According to Tarigan, writing is deriving or describing symbols which produces a language that graphically can be understood by someone so that other people can read the graphic symbols and can understand that language and graphics. According to Suparno and Yusnus, writing activity involves several elements, namely the writer as message giver, writing content, channel or media, and reader. Writing is an activity that triggers a message (communication) with using written language as a tool or medium<sup>6</sup>.

From some of the opinions above, it can be understood that writing is a form of the way in which a person describes what is in his mind and then poured it in the form of text or written discourse in a written medium. in his mind in written form.

#### b. Benefits of Writing

Percy suggests there are six benefits in writing as follows<sup>7</sup>:

##### 1) A means of self-disclosure.

Writing a poem or writing a series of sentences is one way to express your feelings. Everyone always needs self-disclosure in a different way.

##### 2) A means of understanding.

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<sup>6</sup> Nirwan and Abd. Rahim Ruspa, "Kemampuan Menulis Karya Tulis Ilmiah Mahasiswa Prodi Informatika Universitas Cokroaminoto Palopo", *Jurnal Onoma: Pendidikan, Bahasa dan Sastra* 6.no.1 (2020):558.

<sup>7</sup>Supriyadi, *Keterampilan Dasar Menulis* (Gorontalo: Ideas Publisher, 2018),p 8-9.



By writing, a person reflects their ideas and refines their understanding of something so that in the end, he may gain new or more understanding of what he is writing.

3) A means to help develop personal satisfaction, pride, and a feeling of self-worth.

Pride, satisfaction, and self-esteem are awards for success in creating a work. Ultimately, this feeling stimulates confidence in one's ability to continue creating other written works.

4) A means of increasing awareness and application to the surroundings.

By writing regularly, one improves the senses and develops the ability to absorb the physical level, emotional level and spiritual level.

5) Means of passionate engagement rather than forced acceptance.

Someone is writing presenting ideas, creating something, and being actively involved with content creation.

6) A means to develop an understanding and ability to use language.

Perhaps the most common goals of school education are the ability to read and understand what other people write, and the ability to use written language to convey information to others. It is clear that writing activities can help achieve this goal

## 2. Descriptive text

### a. Definition of descriptive text

According to Yadi Mulyadi, et al's book, a description is a kind of essay that is written in real condition so that the reader can imagine (see, hear, smell and feel) what is written based on the author's image<sup>8</sup>. Kosasih, on the other hand, define a descriptive as an essay that gives the impression that the reader has been the object being described<sup>9</sup>.

According to Pardiyono, descriptive text is text or reading that contains information in a visible form from something visible, both qualitatively and quantitatively<sup>10</sup>. From several opinions about descriptive text, it can be understood that descriptive text is a text that contains an object that can be verified, in other words, it can describe the object being observed.

### b. Descriptive Text Structure

There are 3 parts of the descriptive text as follows:

#### 1) Identification

Identification is the first step when you want to write something based on what object you want to write.

#### 2) Descriptive

This section contains information about what is written and explained in detail about the characteristics. There are various types of descriptive text development, namely based on space, object part members, ongoing process, and focus of writing.

<sup>8</sup>Nurbaya Sari. "Materi Teks Deskriptif Orang Melalui Model Discovery Learning Pada Siswa Kelas Vii-a SMPN 3 Masbagik," *Pensa: Jurnal Pendidikan Dan Ilmu Sosial* 2 (2020): 328.

<sup>9</sup>Dian Permanasari, "Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat," *Jurnal Pesona* 3, no. 2 (2017): 158.

<sup>10</sup>Febtriningsih. "Meningkatkan Kemampuan Listening Skill Melalui Metode Dikte Pada Teks Deskriptif Smp Negeri 22 Surakarta," *Jurnal Penelitian Kebijakan Pendidikan* 11, no. 3 (2019): 150.

### 3) Conclusion

At this last stage, it contains the impression that the author feels on the object being written.

#### c. Steps to write descriptive text

The steps for writing descriptive text are as follows<sup>11</sup>.

- 1) Determine the theme or topic that will be the object.
- 2) Determine the purpose and understanding of the object to be described.
- 3) Collecting data through direct observation of the object to be discussed.
- 4) Develop a framework/descriptive text.
- 5) Develop / describe the outline of the essay into a descriptive text that is in accordance with the topic.
- 6) Choose an interesting title.

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<sup>11</sup>Dwi Latifatul Fajri, “ *Pengertian Teks Deskripsi, Ciri-ciri, Struktur, dan Contoh Kalimat*”,DKatadata,[https://www.gramedia.com.cdn.ampproject.org/v/s/www.gramedia.com/literasi/descriptivetext/amp/?amp\\_js\\_v=a6&gclid=16589787831845&referrer=https%3A%2F%2Fwww.google.com&tf=Dari%20%251%24s&amshare=https%3A%2F%2Fwww.gramedia.com%2Fliterasi%2Fdescriptive-text%2F](https://www.gramedia.com.cdn.ampproject.org/v/s/www.gramedia.com/literasi/descriptivetext/amp/?amp_js_v=a6&gclid=16589787831845&referrer=https%3A%2F%2Fwww.google.com&tf=Dari%20%251%24s&amshare=https%3A%2F%2Fwww.gramedia.com%2Fliterasi%2Fdescriptive-text%2F)( 17 Juli 2022)

### 3. Clustering technique

#### a. Understanding Clustering Techniques

Oshima and Hogue said that the clustering technique is an activity to find ideas or ideas to develop the idea itself.<sup>12</sup> According to Rico in DePorter & Hernacki, groups are way of organizing thoughts interdependence and to get it on paper quickly without considering the truth and benefits<sup>13</sup>.

Frans declare that the cluster is a technique performed by shaping data analysis, organize our team of experts into specific target group<sup>14</sup>. According to Caryn Meriam, Clustering is a technique that helps develop texts in different ways by taking ideas and branching off in different directions.<sup>15</sup>

#### b. Types of Clustering techniques

There are five models of clustering as described by Buzan<sup>16</sup>:

##### 1) Spider Diagram

Spider diagrams are used to investigate and sum up aspects of a theme or topic to help students organize topics. This diagram helps students focus on the topic.

<sup>12</sup>Endah Anisa Rahma, "Pembelajaran Menulis Dengan Menggunakan Teknik Clustering," *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* 10, no. 1 (2018):p13.<https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/111>.

<sup>13</sup>Meliani Tappang. "Teknik Clustering Dalam Menulis Bahasa Jerman", *PHONOLOGY :Journal of Language and Literature* 2, no. 2 (2022):156.

<sup>14</sup>Nurul Afika, et al. "The Effect of Using Clustering Technique on the Student Writing Skill in Descriptive Text Senior High School 10 Makassar", *Elstic-IJ* 2, no. 1(2020):28.

<sup>15</sup>Mirnawati and Firman. " Penerapan Teknik Clustering Dalam Mengembangkan Kemampuan Menulis Karangan Deskripsi Siswa Kelas IV MI Pesantren Datuk Sulaiaman Palopo". *Jurnal Studi Guru Dan Pembelajaran* 2, no. 2 (2019):167.

<sup>16</sup>Hidayatur Rohmah and Emi Lilawati."collaboration of Clustering Technique and Picture in Teaching Vocabulary". *Eduvelop Jurnal of English Education and Development* 3. no. 1 (2019):22.

## 2) Tree Diagram

Used to link items between one another. Tree trunks represent topics and branches represent factors, traits, influences and others.

## 3) Venn Diagram

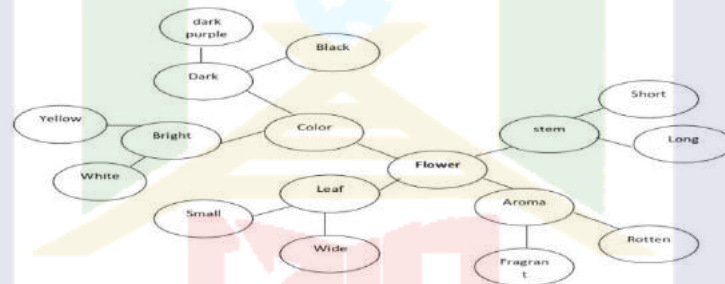
This diagram is used to test the similarities and differences of an item.

## 4) Thematic Diagram

This diagram is used to map the hierarchical relationship of a thing.

## 5) Story Map Diagram

These diagrams are used to help students determine the elements, themes, or morals of a story.



2.1 Figure of Clustering Technique

PAREPARE

c. Using Clustering Technique in Teaching Writing Descriptive Text

The operation of this clustering fashion can be started from determining the topic to be bandied, also apply boxes, lines, or circles to the ideas that came up. The ideas that arise can be written in the form of words or emulsion words<sup>17</sup>.The way in the clustering fashion begin with writing down the words, also crossing out the words or ideas which do not want to be explored in further depth, and the final step of the words or ideas associated so that a complete ideas is formed as jotting material<sup>18</sup>.

There are many teaching stegy that can help teachers in teaching and learning process. With the teaching strategy the teachers are more easy in teaching and the students understandly early. Based on that, the researcher choose the clustering technique in teaching writing.

Clustering technique consists of five types, namely spider diagram, tree diagram, venn diagram, thematic diagram and story map diagram. In this research the researcher used a spider diagram. The researcher chose spider diagram because this type of clustering technique is easy to apply and understand to focus on a topic then students not confuse to how to used this strategy.

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<sup>17</sup>Delfia Herwanis and Susidamaiyanti."Peningkatan Kemampuan Menulis Teks Deskriptif Berbahasa Inggris Melalui Teknik Clustering Pada Program Study Tadris Bahasa Inggris di STAIN Gajah Putih Tekengon". *Jurnal As-Salam* 4. no. 2 (2020):219..

<sup>18</sup>Rismaneti. "Peningkatan Kempanuan Menulis Puisi Melalui Teknik Clustering Dengan Media Foto Jurnalistik Pada Siswa Kelas VIII. 6 di SMP Negeri 13 Pekanbaru". *Intructional Developments Journal (IJD)* 1. No. 2 (2018):115.

The researcher must first create a clustering technique diagram before applying the strategy. The researcher then displayed a picture of animals. The researcher asks the students answer the question about; “ What is this animal? What kind of animal is this? What is the color of this animal? And what is the animal eats?” and so forth. The clustering technique diagram must be followed throughout the responses. The researcher then selected the appropriate animal characteristics and eliminated the other.

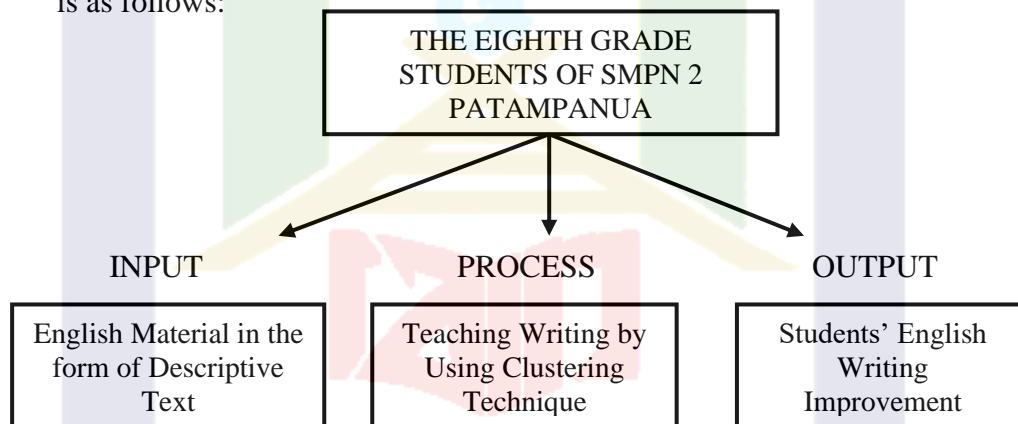
The researcher then instructs the students to construct the aforementioned clustering diagram in a single sentence and arrange it into an appropriate descriptive text. The researcher must move from general to specific information when writing a descriptive text. The researcher draft a paragraph for use as an example of descriptive text on the whiteboard.

d. The benefits of clustering technique

- 1) It can make students produce new ideas that are used as original material to be developed in essays that will be worked on coming.
- 2) It can give students with optimizing the performance of their smarts in determining, expressing and developing ideas in the form of essays.
- 3) It can increase attention to main idea that's most important when in the process of composing an essay.
- 4) It creates a new atmosphere for students, videlicet an effective, delightful and varied atmosphere so that it can increase students' interest in literacy and creativity in learning essays.

### C. conceptual framework

Agung Widhi Kurniawan and Zarah Puspitaningtyas said that the conceptual framework is a way of thinking based on the logical flow of thinking for solving research problems, containing the rarities or problem-solving frameworks that must be carried out in research<sup>19</sup>. In this research, there are three components will explain in the following, the first component is *input* explain it to apply descriptive text material. The second component is a *process* it refer to the teaching writing through clustering technique. The last component is *output* it refer to the effect of the clustering technique to teaching writing descriptive text. The conceptual framework in this research is as follows:



2.2 Conceptual Freamwork

<sup>19</sup>Agung Widhi Kurniawan dan Zahra Puspitaningtyas, *Metode Penelitian Kuantitatif* (Yogyakarta: Pindiva Buku, 2016). p 47.



#### D. Hypothesis

The hypothesis is a scientific statement that is based on a research conceptual essay with deductive reasoning and is a theoretical temporary answer to the problems encountered, and can be tested for truth based on empirical facts. In this study there are two hypotheses with the aim of seeing whether there is a significant effect or not and to see whether there is an effect or not it can be proven by testing the hypothesis, for the hypothesis that is affected is called the Active hypothesis ( $H_a$ ) and for the hypothesis that is not affected, called the Null hypothesis ( $H_0$ ) hereby which will be the hypothesis of this research, there are two, namely:

Null Hypothesis ( $H_0$ ):

There is no effect of Clustering Techniques to improve students' English writing at the eighth grade students of SMPN 2 Patampaua, Kab. Pinrang.

Active Hypothesis ( $H_a$ ):

There is a significant effect of Clustering Techniques to improve students' English writing at the eighth grade students of SMPN 2 Patampaua, Kab. Pinrang.

## CHAPTER III

### RESEARCH METHODOLOGY

This study's research method is explained in this chapter. It includes the research design, research location and time, population and sample, procedure of collecting data, treatment, research instrument, variable operation definition, technique to analysis data.

#### A. Research Design

This research used quantitative research with an experimental approach. The type of experimental research model that used is quasi-experimental using Nonequivalent Control Group Design. In this design there are two groups or two classes that are the object of research. The following is a diagram explaining this experiment:

Table. 3.1  
Diagram of Quasi Experimental

Group	Pre-test	Treatment	Posttest
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>1</sub>	-	O <sub>2</sub>

Information:

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post test

X : Treatment

## **B. Research Location and Time**

Researchers conducted research at SMPN 2 Patampanua located in Urung, Sipatuo Village, Patampanua District, Pinrang Regency. The implementation time is three weeks.

## **C. Population and Sample**

The sample is a part of the population, a population is a general field that includes subjects who have been chosen by the researcher to be studied and then to draw conclusions from. In this research, the population is the eighth grade SMPN 2 Patampanua, Pinrang district with a total of 140 students, while the number of sample selected is 57 at the eighth students at SMPN 2 Patampanua, Pinrang district using the Cluster Random Sampling technique.

## **D. Procedure of Collecting Data**

### **1. Pre Test**

In the first meeting, the researcher gave the students a pre-test as an activity prior to administering the treatment. Before treatment, it is important to know the students' English writing. The researcher treated students in the experimental class, but they will not treat students in control class.

## 2. Posttest

After giving the treatment, the researcher gave students posttest to find out the result of the treatment to measure students' English writing ability through clustering technique.

## E. Treatment

The researcher performed treatment on the experimental class and control class for six meetings, the researcher taught writing descriptive text using the clustering technique in the experimental class and the conventional method in control class.

### 1. The First Meeting

In the first meeting, the researcher opened the class and greet them, and the giving students' motivation in learning English. Next, the researcher explained the material about descriptive text. After explain, the researcher gave students' pre test.

### 2. The Second Meeting

In the second meeting, the researcher opened the class and greet them, and giving students motivation in learning English. Next, the researcher explained the material and then ask the students to divide into 3 groups. The researcher used clustering technique this meeting. After that, the researcher explain about the way to use clustering technique. Next, the researcher wrote some vocalurary about animals, and students used clustering technique, and wrote in the whiteboard. After that, the researcher gave each groups some assignments. After that the researcher make conclusion with the students. The researcher closed the class.

### 3. The Third Meeting

In the third meeting, the researcher opened the class and greet them, and giving students motivation in learning English. Next, the researcher explained the material and than ask the students to devide into 3 groups. The researcher used clustering technique this meeting. After that, the researcher explain about the way to use clustering technique. Next, the researcher wrote some vocabuary about animals, and students used clustering technique, and wrote in the whiteboard. After that, the researcher gave each groups some assignments. After that the researcher make conclution with the students. The researcher closed the class.

### 4. The Fourth Meeting

In the fourth meeting, the researcher opened the class and greet them, and giving students motivasion in learning English. Next, the researcher explained the material and than ask the students to devide into 3 groups. The researcher used clustering technique this meeting. After that, the researcher explained about the way to use clustering technique. Next, the researcher wrote some vocabuary about animals, and students used clustering technique, and wrote in the whiteboard. After that, the researcher gave each groups some assignments. After that the researcher make conclution with the student's. The researcher closed the class.

### 5. The Fifth Meeting

In the fifth meeting, the researcher opened the class and greet them, and giving students motivation in learning English. Next, the researcher explained the material and than ask the students to devide into 3 groups. The researcher used clustering technique this meeting. After that, the researcher explain about the way to use clustering technique. Next, the researcher will wrote some vocabuary about animals, and students used clustering technique, and wrote in the whiteboard. After that, the researcher gave each groups some assignments. After that the researcher make conclusion with the students. The researcher closed the class.

### 6. The Sixth Meeting

In the sixth meeting, the researcher opened the class and greet them, and giving students motivasion in learning English. Next, the researcher asked the students with some question about decriptive text and then make conclusion with them. After that, the researcher gave students posttest.

## **F. Research Instrument**

### **a. Observation Method**

The observation method is a data collection technique that is intended to make observations of various phenomena of conditions that occur. The observation method is used to determine the state and condition of SMPN 2 Patampanua, both in the form of facilities and infrastructure, the teaching and learning proses, the condition of teacher and students are closely related to this research.

### **b. Test Method**

The test method is a data collection technique by giving several questions to respondents to measure knowledge and skills. The method of data collection is in the form of tests in the form of pre-test and post-test.

## **G. Variable Operational Definition**

An operational definition is a definition based totally on the observable characteristics of what is described, or translating a conceptual variable into a dimension instrument. The following is the operational definition of the variables in this study as follows:

Clustering technique is a technique of grouping words to develop ideas from general to detailed so that is technique help novice writers to develop their ideas with a predetermined topic.

Writing is one way of expressing what is experienced by someone through written media and then arranged based on grammatical rules and writing structures of a written text.

## H. Technique of Data Analysis

Data analysis is defined as an effort to manage data into information, so that the characteristics or attributes of the data can be easily understood and used to answer the problem formulation. The data analysis that will be carried out by this research is the Analysis of Independent Samples T-test to determine whether there is a significant difference between the pre-test and posttest values using the SPSS application with the follow: Data analysis was carried out using the following formula:

1. Right student's answer :

$$\text{score} = \frac{\text{The number of students' correct answers}}{\text{Number of questions}} \times 100$$



2. Classification of student scores with the following criteria:

Table. 3.2  
Clarification of Students' score

No	Score	Classification
1	86 – 100	Excellent
2	66 – 79	Good
3	56 – 65	Enough
4	40 – 55	Poor
5	< 39	Very Poor

3. Determine the average score in the pre-test and post-test

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

Note:

$\bar{x}$  = Average

$\sum x$  = Total score

$N$  = Total of students in class

After looking for the average value of the students, the researcher then looked for the standard deviation.

4. Determine the standard deviation

Determine the standard deviation using the following formula.

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

Note:

$X$  = Observation value

$N$  = Number of observations

$SD$  = Standard deviation

Meanwhile, to analyze the differences in pre-test and post-test learning outcomes, an analysis was carried out using Independent sample t test, with the following formula:

$$t_{\text{hitung}} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$



## CHAPTER IV

### RESEARCHER FINDING AND DISCUSSION

This chapter presents: (A) research findings: (B) discussions

#### A. Research Finding

In this section, the researcher analyzes the data. The researcher conducts descriptive and statistical analyses, which are the two types of analyses. In-depth descriptions of the data analysis as follow:

##### 1. Descriptive Analysis

This research become carried out in SMPN 2 Patampanua on October 2022. The researcher took two classes that includes experimental and control classes. The researcher took VIII. 3 whis has 28 students as the control class and VIII.5 has 29 students as the experimental class. Therefore, the entire of the sample is 57.

To accumulating the data, the researcher used multiple choice in pre-test and essay in posttest. The material was taught is descriptive text. Inside the first meeting, the researcher gave the students pre-test and last meeting the researcher gave posttest. To know the one of kind level of students' achievement after the usage of clustering technique in experimental class and without using clustering technique in control class, the scores are interpreted consistent with the table on the following.

Table. 4.1  
Classification of Students' Score

Value	Grade	Level of Achievement
80 – 100	A	Excellent
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Poor
< 39	E	Very Poor

The researcher used the data from the students' result of the test from the each experimental class and control class. The pre-test become accomplished earlier than the researcher give the treatment. the researcher doing pre-test to understand the students writing skill and knowledge without the usage of clustering technique then the researcher asks the students to answer the questions. Meanwhile, the posttest become accomplished after the researcher doing the treatment throught the use of clustering technique to improve students' writing skill.

The researcher gave the pre-test in students stared on 31 November 2022. The researcher gave the pre-test before giving the treatment for experimental class. The questions of pre-test and posttest experimental are similar to the control class. To explain variabel of this reseach by way of using clustering technique in teaching English writing used descriptive analysis. The static used are consist of the mean, range, high score, low score, standard deviation and variance also used to analyze the data. The stairs in doing descriptive research are as fallow:

a. The writing Result of Experimental Class

The researcher carried out the pre-test in experimental class on 2 November 2022 and posttest on 19 November 2022. The pre-test was given earlier than treatment and the posttest was done after given the treatment for experimental class. The question of experimental class and control class are identical. Below is the table data descriptive statistic of students' score in pre-test and posttest are experimental class as follow:

Table. 4.2  
Score of Analysis Descriptive Experimental Class

Experimental class	Pre-test	Posttest
N	29	29
Mean	37,24	76,9
Range	60	72
high Score	75	100
Low Score	15	28
Standard Deviation	12,648	18,001
Variance	159,975	324,025

The table indicates in pre-test, the researcher can finish that the number of data is 29, the mean is 37,24, the range is 60, the high score is 75, the low score is 15, the standard deviation is 12,648, and the variance is 159,975. In the meanwhile, posttest number of data is 29, the mean is 76,9, the range is 72, the high score is 100, the low score is 28, the standard deviation is 18,001, the variance is 324,025. The researcher calculated the result end result by way of SPSS ver.25 application.

Table. 4.3  
Percentage of Pre-test and Posttest of Experimental Class

Interval	Interpretation	Pre-test		Posttest	
		F	Percentage	F	Percentage
80 – 100	Excellent	0	0%	15	51,72%
66 – 79	Good	1	3,45%	7	24,14%
56 – 65	Enough	1	3,45%	5	17,24%
40 – 55	Poor	9	31,03%	1	3,45%
<39	Very Poor	18	62,07%	1	3,45%
$\Sigma$		29	100%	29	100%

Based at the table above, the researcher concluded in pre-test of experimental class there has been 18 students (62,07%) belonged to very poor categories, 9 students (31,03%) belonged to poor categories, 1 student (3,45%) belonged to enough category, 1 student (3,45%) belonged to good category, and was no student (0%) belonged to excellent category. In posttest there has been 1 student (3,45%) belonged to very poor category, 1 student (3,45%) belonged to poor category, 5 students (17,24%) belonged to poor categories, 7 students (24,14%) belonged to good categories, and was 15 students (51,72%) belonged to excellent categories.

b. The Writing Result of Control Class

The researcher carried out the pre-test in control class on 31 October 2022 and posttest on 16 November 2022. The question of the pre-test and posttest are identical for the experimental and control classes. Below is the table data descriptive statistic of student's score in pre-test and posttest are

control class as follow:

Table. 4.4  
Score of Analysis Descriptive Control Class

Control class	Pre-test	Posttest
N	28	28
Mean	50,54	66,73
Range	65	72
high Score	75	100
Low Score	10	28
Standard Deviation	18,426	20,700
Variance	339,517	428,478

The table indicates in pre-test, the researcher can finish that the number of data is 28, the mean is 50,54, the range is 65, the high score is 75, the low score is 10, the standard deviation is 18,426, and the variance is 339,517. In the meanwhile, posttest number of data is 28, the mean is 66,73, the range is 72, the high score is 100, the low score is 28, the standard deviation is 20,700, the variance is 428,478. The researcher calculated end result by way of SPSS ver.25 application.

Table. 4.5  
Percentage of Pre-test and Posttest Score of Control Class

Interval	Interpretation	Pre-test		Posttest	
		F	Percentage	F	Percentage
80 – 100	Excellent	0	0%	9	32,15%
66 – 79	Good	5	17,86%	3	10,71%
56 – 65	Enough	8	28,57%	6	21,43%
40 – 55	Poor	8	28,57%	7	25%
<39	Very Poor	7	25%	3	10,71%
$\Sigma$		28	100%	28	100%

Based totally on the table above, the researcher concluded in pre-test of experimental class there has been 7 students (25%) belonged to very poor categories, 8 students (28,57%) belonged to poor categories, 8 students (28,57%) belonged to enough categories, 5 students (17,86%) belonged to good categories, and was no student (0%) belonged to excellent category. In posttest that there has been 3 students (10,71%) belonged to very poor categories, 7 students (25%) belonged to poor categories, 6 students (21,43%) belonged to enough, 3 students (10,71%) belonged to good, and was 9 students (32,15%) belonged to excellent categories.

## 2. Statistical Analysis

### a. Test Data Analysis Requirements

#### 1) Normality Test

The normality test is a technique used to decide whether data came from a normally dispensed population or distribution normal<sup>20</sup>. The normality test performed on two data posttest score of experimental class and posttest control class. To test the normality of data uses the components Kamogorov-Smirnov at the significance is normal. The end result of normality test by using the usage of SPSS ver. 25 as follow:

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<sup>20</sup> Nuryadi, et al, Dasar- dasar Statistik Penelitian,(Yogyakarta: Sibuku Media,2017).p 79.



Table. 4.6

## Normality Test

Tests of Normality							
Kelompok Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai Posttest	kelas eksperimen	0,150	29	0,094	0,923	29	0,037
	kelas kontrol	0,135	28	.200 <sup>*</sup>	0,953	28	0,231
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above shows that the result is. The researcher uses Kolmogorov Smirnov at the significance of 5% with 57 samples was 0,094 in experimental and 0,200 in control class. To testing the normality uses Sig. or significant or probability value  $< 0,05$  then distribution is not normal. Meanwhile, Significant or probability value  $> 0,05$  then distribution is normal. Based on the assumption, it can be concluded the experimental class is 0,094 and the control class is 0,200 that conclude both of the two classes is distribution normal.

## 2) Test of Homogeneity

Homogeneity test is statistical tests aimed for suggests that two or more sets of data samples came from populations with the same variance<sup>21</sup>. To assumed the result of homogeneity test the researcher uses Levene test that if significant value  $> 0,05$  then it can be said that the variation of the data is homogeneous. Conversely if the value  $< 0,05$  it can be said that the data

<sup>21</sup> Nuryadi, et al, Dasar- dasar Statistik Penelitian, (Yogyakarta: Sibuku Media, 2017). p 89.

variation is not homogenous. The homogeneity test result of experimental class and control class by using SPSS ver.25 as follow:

Table. 4.7

Homogeneity Test					
Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai Posttest	Based on Mean	0,349	1	55	0,557
	Based on Median	0,137	1	55	0,713
	Based on Median and with adjusted df	0,137	1	53,907	0,713
	Based on trimmed mean	0,376	1	55	0,542

Based on the result the significant can conclude that the value is  $0,0557 > 0,05$  so the posttest homogeneity test of experimental class and control class are homogenous.

#### b. Test of Hypothesis

Hypothesis testing is done in the research by using Independent Sample t Test with pre-test and posttest data from experimental and control classes. To see how the increased the student's writing ability by using SPSS ver. 25 to analysis the data as the following.

#### Statistical Hypothesis

Ho = there are no difference in mean between classes

Ha =there are difference in mean between classes

$H_0 = \alpha > 0,05$ ; there are no difference in mean between classes was recieved.

$H_0 = \alpha < 0,05$  ; there are no difference in mean between classes was rejected.

Table. 4.8

Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai Posttest	Equal variances assumed	0,349	0,557	2,316	55	0,024	11,789	5,091	1,588	21,991
	Equal variances not assumed			2,311	53,633	0,025	11,789	5,102	1,559	22,020

Based on the table above, the researcher used equal variances assumed because the data is homogenous. To know the result of the independent sample t test the researcher sees in (sig.2-tailed) and  $t_{table}$ , and the sig. 2 tailed is 0,024,so the result of posttest of experimental and control classes are 0,024 < 0,05 that the conclusion is,  $H_0$  is rejected and  $H_a$  recieved which means there are significance difference posttest of experimental and control classes. Then to sees the table distribution is value is  $5\%/2 = 2,5\%$  or 0,025, and the result of the analysis the (d.f) is 55 with the  $t_{0,025}$  is 2.004, to assumed it uses if  $t_{hitung} > t_{table}$  ,  $H_0$  is rejected and  $H_a$  is recieved, meanwhile if  $t_{hitung} < t_{table}$  ,  $H_0$  is recieved and  $H_a$  is rejected. Then the  $t_{hitung}$  of this reseach is 2.316 and  $t_{table}$  is 2.004 or  $2.316 > 2.004$  that can be conclude  $H_0$  is rejected and  $H_a$  is recieved.

## B. Discussions

Based on data analysis on the pre-test score of experimental class and control class, it shows that the mean score of pre-test of experimental class was 37,24 and the mean score of the control class was 50,54. From mean values of pre-test scores of experimental and control classes, it can be seen that there is a significant differences between the two classes. In other words, the ability and knowledge of students' in the control class is higher than that of the experimental class.

Based on the result of data analysis on the posttest scores of students in experimental class and control class, it showed that the posttest scores in the experimental class was 76,9 and the mean scores of posttest in the control class was 66,73. From the mean scores of posttest in experimental class and control class, there is a significant difference between the two classes. In the other words, the experimental class has a significant improved in the mean scores of the posttest compered to the mean score of control class.

From the explanation above regarding students' writing ability from data analysis that has been carried out in the posttest of experimental and control classes, it can be seen that there are differences in students' writing ability. Both of the two classes had significant improvement of students' writing ability in the experimental had a significant improve compared to the control class.

On the result of observation of learning activities in the experimental class at the first meeting of the treatment, it was found that most students had low knowledge of English, especially vocabulary mastery even though writing required good vocabulary mastery. In addition, the lack of students' vocabulary mastery also experience a lack of motivation in learning English. The lack of motivation and lack of vocabulary mastery is the main problems why experimetal class students have difficulty developing their writing skill.

Then at the next meetings, after students knew and understood how to used clustering technique. There is difference in the motivation and ability of students' vocabulary mastery. So that the goal to improved students' writing skill was achieved. It can be seen from the enthusiasim of students in participating in the learning process. Most of students are active in learning process especially when the treatment is carried out in the class. This enthusiasm then had a positive impact on students' writing ability, most of which were able to write correctly.

Based on observation at the first meeting in the learning process in the control class. Most of students have knowledge about writing skill but there are also students who still lack knowledge about writing. The students' lack of knowledge about writing also comes from their lack of vocabulary mastery and learning motivation. It can be seen from the learning process where only several students pay attention to the teacher's explanation and most students are not motivated in learning. At the next meeting, the students still experienced low learning motivation and lack of vocabulary mastery.

The result of the t-test from the posttest score of experimental class and control class strengthens the arguments about the significant difference the two classes. To know the result of the independent sample t test the researcher sees in (sig.2-tailed) and  $t_{table}$ , and the sig. 2 tailed is 0,024, so the result of posttest of experimental and control classes are  $0,024 < 0,05$  that the conclusion is,  $H_0$  is rejected and  $H_a$  received which means there are significance difference posttest of experimental and control classes. Then to see the table distribution is value is  $5\%/2 = 2,5\%$  or 0,025, and the result of the analysis the (d.f) is 55 with the  $t_{0,025}$  is 2.004, to assumed it uses if  $t_{hitung} > t_{table}$ ,  $H_0$  is rejected and  $H_a$  is received, meanwhile if  $t_{hitung} < t_{table}$ ,  $H_0$  is received and  $H_a$  is rejected. Then the  $t_{hitung}$  of this research is 2.316 and  $t_{table}$  is 2.004 or  $2.316 > 2.004$  that can be conclude  $H_0$  is rejected and  $H_a$  is received.

From the explanation above, it can be concluded that in order to achieve a learning goal, hard efforts must be made by the teacher to make it easier for students to understand the lesson given. Various efforts can be made by the teacher depending on the needs required by students. Thus the teacher needs a learning strategy as a solution to the difficulties in the learning process. In this research using clustering technique as an effective solution in overcoming students' difficulties in writing. This can be proven by previous research.

In a study conducted by Iskandar, et al in 2021, which was located in the Binamu sub-district, Jeneponto Regency, with the title "*Keefektifan Penggunaan Metode Clustering dan Show Not Tell terhadap kemampuan menulis teks deskripsi Peserta Didik SMP Kelas VII Kecamatan Binamu Kabupaten Jeneponto*", from their research there was an increase in students' writing results after applying the clustering technique in the learning process. And also by Andi Paida in 2021 with the research title '*Peningkatan Kemampuan Menulis Paragraf Narasi Kelas X3 SMA Negeri 3 Sinjai Melalui Peningtegrasian Teknik Clustering dan Jurnalis Questsions*', from his research there was an increase in students' writing ability by using clustering technique. The two studies above have similarities with this study which uses clustering technique as a way to overcome students' difficulties in writing English.

Then the study conducted by Rita in 2018, with the title of her research, “ *Pengaruh Model Pembelajaran Kooperatif Tipe Kalimat Konsep Terhadap Kemampuan Menulis Karangan Deskripsi Siswa Kelas X Sma Swasta Nurul Amaliyah*”, in her research, there is a significance on students’ writing ability using the cooperative learning model. It can be said that the research conducted by Rita is related to this research by conducting a learning model to see the effect of students’ writing skill.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is attended of the conclusion related to the result of the study that had been discussed in the previous chapter. Additionally, positive suggestion is also provided.

#### A. Conclusion

In this study, the researcher used quantitative method the form of quantitative study, quasi experimental research supposed to discover the effect of clustering technique on students' writing ability after finishing her entire steps of the study the researcher involves the conclusion about using clustering technique in teaching writing at the eight grade of SMPN 2 Patampanua, Kab. Pinrang. The conclusion of the study for the English teacher and firther in term of writing competence. The conclusion as follow:

1. Based on the explanation in the chapter IV the means score of the experimental class in pre-test is 37,24 and mean score of posttest experimental class is 76,9 so the pre-test is more lower than posttest ( $37 < 76,9$ ). It is belonged to very good categories. The mean score of the control class in pre-test is 50,54 and mean score of control class posttest is 66,73, so the pre-test is lower than posttest ( $50,54 < 66,73$ ), it is belonged good categories but the posttest of experimental and control classes, the experiemental class has more higher.
2. The testing of hypothesis also proved that clustering technique gave 0,05 or 5% sinificance level, the result of analysis value is higher than t-table that is  $2.316 > 2.004$ . Short, the hypotesis was accepted. It can be

concluded that using clustering technique is able to improve student's English writing at the eighth grade of SMPN 2 Patampanua, Kab. Pinrang.

## **B. Suggestion**

There are some suggestion from the writer for the teacher, school, and further research as follow:

### 1. For the Teacher

The teacher need to realized that teaching technique is more important to increasing students motivation in study English writing skill particularly. The teacher are endorsed to use the clustering technique to teaching writing material, so that it will make students energetic in teaching and learning proses also improve their motivation to study in English.

### 2. For the school

The school should realized that media may be very importance to increasing the result of teaching learning process. The school must facilitate the media in teaching and learning process and make evaluation to know the problem that students and teaching have.

### 3. For the Other Researcher

For the following future researchers, the end result from this research can capable of use as reference to conduct further study later about the effect of clustering technique to improve students' English writing. It hoped that the other researcher this study on the way to contribute better improvement of the study in English teaching learning process.

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Nomor : B.4158/ln.39.5.1/PP.00.9/10/2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Ratnawati  
Tempat/Tgl. Lahir : Pinrang, 18 Oktober 2000  
NIM : 18.1300.067  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Urung, Desa Sipatuo, Kec. Patampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "**The Effect Clustering Technique To Improve Student's English Writing At The Eight Grade Of SMPN 2 Patampanua Kab. Pinrang**". Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 06 Oktober 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah





**PEMERINTAH KABUPATEN PINRANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPT SMP NEGERI 2 PATAMPANUA**

*Alamat : Jalan Malimpung Benteng Kec. Patampanua Kab. Pinrang (K.P 912012)*

**SURAT KETERANGAN**

Nomor : 411.32 /        / SMP.13 / 2022

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

Nama                               : RATNAWATI  
NIM                                   : 18.1300.067  
Jenis Kelamin                   : Perempuan  
Program Studi                   : Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada UPT SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 29 Oktober 2022 s/d 19 November 2022, dengan judul penelitian **“The Effect Of Clustering Technique To Improve Student’s English Writing At The Eighth Grade Of SMPN 2 Patampanua Kab. Pinrang”**.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 21 November 2022  
Kepala UPT,



**Drs. SULTAN, M.Pd**  
NIP. 196403221995121001



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0555/PENELITIAN/DPMPTSP/10/2022

Tentang

**REKOMENDASI PENELITIAN**

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 19-10-2022 atas nama RATNAWATI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** : 1. Undang - Undang Nomor 29 Tahun 1959;  
 2. Undang - Undang Nomor 18 Tahun 2002;  
 3. Undang - Undang Nomor 25 Tahun 2007;  
 4. Undang - Undang Nomor 25 Tahun 2009;  
 5. Undang - Undang Nomor 23 Tahun 2014;  
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;  
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan  
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** : 1. Rekomendasi Tim Teknis PTSP : 1650/R/T.Teknis/DPMPTSP/10/2022, Tanggal : 19-10-2022  
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0555/BAP/PENELITIAN/DPMPTSP/10/2022, Tanggal : 19-10-2022

**MEMUTUSKAN**

**Menetapkan** :

**KESATU**

: Memberikan Rekomendasi Penelitian kepada :

1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG, PAREPARE
3. Nama Peneliti : RATNAWATI
4. Judul Penelitian : THE EFFECT OF CLUSTERING TECHNIQUE TO IMPROVE STUDENT'S ENGLISH WRITING AT THE EIGHTH GRADE OF SMPN 2 PATAMPANUA KAB. PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA KELAS 8 SMPN 2 PATAMPANUA
7. Lokasi Penelitian : Kecamatan Patampanua

**KEDUA**

: Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 19-04-2023.

**KETIGA**

: Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

**KEEMPAT**

: Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 19 Oktober 2022



**Biaya : Rp 0,-**



Ditandatangani Secara Elektronik Oleh :

**ANDI MIRANL AP., M.Si**

NIP. 197406031993112001

**Kepala Dinas Penanaman Modal dan PTSP**  
 Selaku Kepala Unit PTSP Kabupaten Pinrang



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### WRITING ASSESSMENT

ASPECT	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
<b>Content (C)</b> 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3X
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
<b>Organization (O)</b> 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2X
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
<b>Grammar (G)</b> 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2X
	3	Few grammatical or agreement inaccuracies but not affect of meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
<b>Vocabulary (V)</b>	4	Effective choice of words	1,5X

15%		and word forms	
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, words forms, and not understandable	
<b>Mechanics (M)</b> 15% - Spelling - Punctuation - Capitalitation	4	It uses correct spelling, punctuation and capitalization	1,5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

## THE RESULT OF DATA ANALYSIS

### A. Test of Normality

Case Processing Summary							
Kelompok Kelas		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Nilai Posttest	kelas eksperimen	29	100,0%	0	0,0%	29	100,0%
	kelas kontrol	28	100,0%	0	0,0%	28	100,0%

### Descriptives

Kelompok Kelas			Statistic	Std. Error	
Nilai Posttest	kelas eksperimen	Mean	76,90	3,343	
		95% Confidence Interval for Mean	Lower Bound	70,05	
			Upper Bound	83,74	
		5% Trimmed Mean	77,95		
		Median	83,00		
		Variance	324,025		
		Std. Deviation	18,001		
		Minimum	28		
		Maximum	100		
		Range	72		
		Interquartile Range	29		
		Skewness	-0,685	0,434	
		Kurtosis	0,110	0,845	
	kelas kontrol	Mean	65,11	3,854	
95% Confidence Interval for Mean	Lower Bound	57,20			
	Upper Bound	73,02			
5% Trimmed Mean	65,31				
Median	60,00				
Variance	415,951				
Std. Deviation	20,395				
Minimum	28				

	Maximum	100	
	Range	72	
	Interquartile Range	36	
	Skewness	-0,056	0,441
	Kurtosis	-0,794	0,858

<b>Tests of Normality</b>							
Kelompok Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai Posttest	kelas eksperimen	0,150	29	0,094	0,923	29	0,037
	kelas kontrol	0,135	28	.200 <sup>*</sup>	0,953	28	0,231

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

a. Lilliefors Significance Correction

### B. Test of Homogeneity

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
Nilai Posttest	Based on Mean	0,349	1	55	0,557
	Based on Median	0,137	1	55	0,713
	Based on Median and with adjusted df	0,137	1	53,907	0,713
	Based on trimmed mean	0,376	1	55	0,542

## C. Test of Independent Sample t Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai Posttest	Equal variances assumed	0,349	0,557	2,316	55	0,024	11,789	5,091	1,588	21,991
	Equal variances not assumed			2,311	53,633	0,025	11,789	5,102	1,559	22,020

No	Student	Experimental Class		Control Class	
		Pre-test	Posttest	Pre-test	Posttest
1	S.1	35	96	55	60
2	S. 2	35	83	55	87
3	S. 3	35	83	65	69
4	S. 4	30	85	60	60
5	S.5	50	96	60	62
6	S.6	35	100	65	80
7	S.7	20	87	70	75
8	S.8	30	100	35	50
9	S.9	30	87	70	70
10	S.10	35	67	60	95
11	S.11	45	92	65	87
12	S.12	25	96	75	83
13	S.13	40	92	65	92
14	S.14	25	96	70	100
15	S.15	30	50	40	45
16	S.16	45	66	15	28
17	S.17	50	60	55	60
18	S.18	30	56	60	88
19	S.19	25	67	25	28

20	S.20	25	28	45	50
21	S.21	35	92	40	50
22	S.22	50	60	25	60
23	S.23	40	66	25	55
24	S.24	50	69	70	92
25	S.25	75	91	50	55
26	S.26	35	60	30	50
27	S.27	60	75	10	32
28	S.28	45	73	55	60
29	S.29	15	57		



Distribusi Nilai  $t_{tabel}$

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66	61	1.296	1.671	2.000	2.390	2.659
2	1.886	2.920	4.303	6.965	9.925	62	1.296	1.671	1.999	2.389	2.659
3	1.638	2.353	3.182	4.641	5.841	63	1.296	1.670	1.999	2.389	2.658
4	1.533	2.132	2.776	3.747	4.604	64	1.296	1.670	1.999	2.388	2.657
5	1.476	2.015	2.571	3.365	4.032	65	1.296	1.670	1.998	2.388	2.657
6	1.440	1.943	2.447	3.143	3.707	66	1.295	1.670	1.998	2.387	2.656
7	1.415	1.895	2.365	2.998	3.499	67	1.295	1.670	1.998	2.387	2.655
8	1.397	1.880	2.306	2.896	3.355	68	1.295	1.670	1.997	2.386	2.655
9	1.383	1.833	2.262	2.821	3.250	69	1.295	1.669	1.997	2.386	2.654
10	1.372	1.812	2.228	2.764	3.169	70	1.295	1.669	1.997	2.385	2.653
11	1.363	1.796	2.201	2.718	3.106	71	1.295	1.669	1.996	2.385	2.653
12	1.356	1.782	2.179	2.681	3.055	72	1.295	1.669	1.996	2.384	2.652
13	1.350	1.771	2.160	2.650	3.012	73	1.295	1.669	1.996	2.384	2.651
14	1.345	1.761	2.145	2.624	2.977	74	1.295	1.668	1.995	2.383	2.651
15	1.341	1.753	2.131	2.602	2.947	75	1.295	1.668	1.995	2.383	2.650
16	1.337	1.746	2.120	2.583	2.921	76	1.294	1.668	1.995	2.382	2.649
17	1.333	1.740	2.110	2.567	2.898	77	1.294	1.668	1.994	2.382	2.649
18	1.330	1.734	2.101	2.552	2.878	78	1.294	1.668	1.994	2.381	2.648
19	1.328	1.729	2.093	2.539	2.861	79	1.294	1.668	1.994	2.381	2.647
20	1.325	1.725	2.086	2.528	2.845	80	1.294	1.667	1.993	2.380	2.647
21	1.323	1.721	2.080	2.518	2.831	81	1.294	1.667	1.993	2.380	2.646
22	1.321	1.717	2.074	2.508	2.819	82	1.294	1.667	1.993	2.379	2.645
23	1.319	1.714	2.069	2.500	2.807	83	1.294	1.667	1.992	2.379	2.645
24	1.318	1.711	2.064	2.492	2.797	84	1.294	1.667	1.992	2.378	2.644
25	1.316	1.708	2.060	2.485	2.787	85	1.294	1.666	1.992	2.378	2.643
26	1.315	1.706	2.056	2.479	2.779	86	1.293	1.666	1.991	2.377	2.643
27	1.314	1.703	2.052	2.473	2.771	87	1.293	1.666	1.991	2.377	2.642
28	1.313	1.701	2.048	2.467	2.763	88	1.293	1.666	1.991	2.376	2.641
29	1.311	1.699	2.045	2.462	2.756	89	1.293	1.666	1.990	2.376	2.641
30	1.310	1.697	2.042	2.457	2.750	90	1.293	1.666	1.990	2.375	2.640
31	1.309	1.696	2.040	2.453	2.744	91	1.293	1.665	1.990	2.374	2.639
32	1.309	1.694	2.037	2.449	2.738	92	1.293	1.665	1.989	2.374	2.639
33	1.306	1.692	2.035	2.445	2.733	93	1.293	1.665	1.989	2.373	2.638
34	1.307	1.691	2.032	2.441	2.728	94	1.293	1.665	1.989	2.373	2.637
35	1.306	1.690	2.030	2.438	2.724	95	1.293	1.665	1.988	2.372	2.637
36	1.306	1.688	2.028	2.434	2.719	96	1.292	1.664	1.988	2.372	2.636
37	1.305	1.687	2.026	2.431	2.715	97	1.292	1.664	1.988	2.371	2.635
38	1.304	1.686	2.024	2.429	2.712	98	1.292	1.664	1.987	2.371	2.635
39	1.304	1.685	2.023	2.426	2.708	99	1.292	1.664	1.987	2.370	2.634
40	1.303	1.684	2.021	2.423	2.704	100	1.292	1.664	1.987	2.370	2.633
41	1.303	1.683	2.020	2.421	2.701	101	1.292	1.663	1.986	2.369	2.633
42	1.302	1.682	2.018	2.418	2.698	102	1.292	1.663	1.986	2.369	2.632
43	1.302	1.681	2.017	2.416	2.695	103	1.292	1.663	1.986	2.368	2.631
44	1.301	1.680	2.015	2.414	2.692	104	1.292	1.663	1.985	2.368	2.631
45	1.301	1.679	2.014	2.412	2.690	105	1.292	1.663	1.985	2.367	2.630
46	1.300	1.679	2.013	2.410	2.687	106	1.291	1.663	1.985	2.367	2.629
47	1.300	1.678	2.012	2.408	2.685	107	1.291	1.662	1.984	2.366	2.629
48	1.299	1.677	2.011	2.407	2.682	108	1.291	1.662	1.984	2.366	2.628
49	1.299	1.677	2.010	2.405	2.680	109	1.291	1.662	1.984	2.365	2.627
50	1.299	1.676	2.009	2.403	2.678	110	1.291	1.662	1.983	2.365	2.627
51	1.298	1.675	2.008	2.402	2.676	111	1.291	1.662	1.983	2.364	2.626
52	1.298	1.675	2.007	2.400	2.674	112	1.291	1.661	1.983	2.364	2.625
53	1.298	1.674	2.006	2.399	2.672	113	1.291	1.661	1.982	2.363	2.625
54	1.297	1.674	2.005	2.397	2.670	114	1.291	1.661	1.982	2.363	2.624
55	1.297	1.673	2.004	2.396	2.668	115	1.291	1.661	1.982	2.362	2.623
56	1.297	1.673	2.003	2.395	2.667	116	1.290	1.661	1.981	2.362	2.623
57	1.297	1.672	2.002	2.394	2.665	117	1.290	1.661	1.981	2.361	2.622
58	1.296	1.672	2.002	2.392	2.663	118	1.290	1.660	1.981	2.361	2.621
59	1.296	1.671	2.001	2.391	2.662	119	1.290	1.660	1.980	2.360	2.621
60	1.296	1.671	2.000	2.390	2.660	120	1.290	1.660	1.980	2.360	2.620

Dan Table of Percentage Points of the t-Distribution. Biometrika, Vol. 32, (1941), p. 300. Reproduced by permission of the Biometrika Trustees.

### Lesson Planning of Experimental Class

Nama Sekolah : SMP Negeri 2 Patampanua  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/Ganjil ( Kelas Eksperimen)  
 Alokasi Waktu : 2 x 40 menit  
 Materi : Descriptif Teks

#### A. Kompetensi Inti

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

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran



diwujudkan dalam semangat belajar.	
2.3. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1. Memberi nama binatang. 3.10.2. Mengidentifikasi sifat binatang 3.10.3. Mendeskripsikan binatang 3.10.4. Menyebutkan fungsi sosial teks deskriptif
4.11. Menangkap makna dalam teks deskripsi lisan dan tulisan, pendek dan sederhana	4.11.1. Menentukan gambaran umum dari sebuah teks. 4.11.2. Menentukan informasi tertentu dari teks sederhana. 4.11.3. Menentukan informasi rinci dari teks sederhana
4.12. Menyusun teks deskriptif lisan dan tulisan, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks	4.12.1. Melengkapi teks deskriptif sederhana tentang binatang. 4.12.2. Menyusun teks deskriptif sederhana tentang binatang.

### C. Materi Pembelajaran

#### 1. Materi Regular

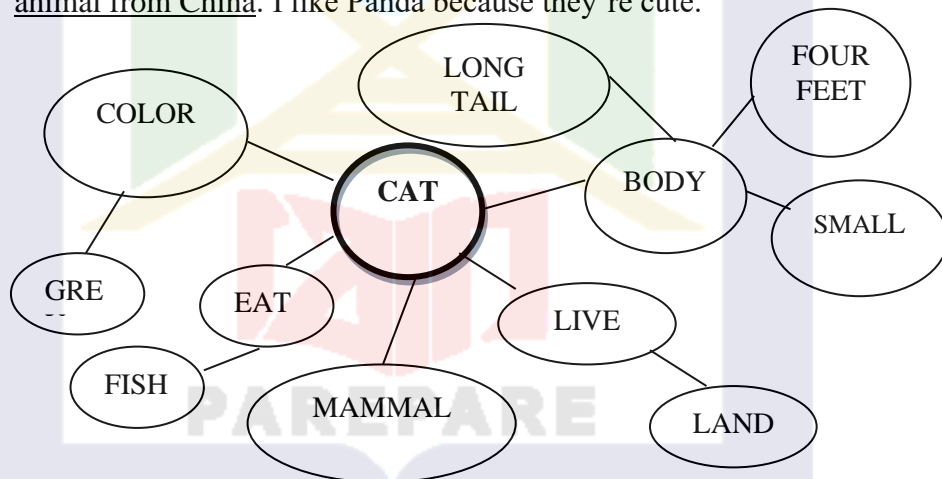
Teks deskriptif lisan dan tulisan, pendek dan sederhana, tentang orang, binatang, dan benda.

#### Cat

It is cat. It is mammal. It is live on land. It is eat fish. It is body black and white. It is color is grey. It is samall, long tail, and has four feet.

#### Panda

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little ayes with black spots around them. His body is black and white colored. Panda's almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from China. I like Panda because they're cute.



## 2. Materi Remedial

### Generic Structure Descriptive Text

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

### Ciri-ciri Deskriptif Teks

- a. Menggunakan simple present tense
  - b. Menggunakan verb, seperti be ( am, is, are)
  - c. Mudah dipahami
  - d. Menggambarkan
  - e. Komunikatif
  - f. Dapat membuat pembaca tertarik
  - g. Menggambarkan objek secara spesifik
3. Buat sebuah contoh deskriptif teks tentang orang, binatang atau benda sesuai dengan penggunaan struktur bahasa.

## D. Metode Pembelajaran

- Pendekatan : Saintifik
- Model : Kooperatif
- Strategi : Clustering teknik

## E. Alat dan Sumber

- Media : Gambar
- Alat/Bahan : Papan tulis, Spidol
- Sumber Belajar : - Buku When Rings a Bell. Chapter  
- [www.jagoanbahasainggris.com/2017/04/7-](http://www.jagoanbahasainggris.com/2017/04/7-)

[contoh-descriptive-text-tentang-hewan.html?m=1](http://contoh-descriptive-text-tentang-hewan.html?m=1)

- [englishcoo.com/contoh-descriptive-text-tentang-benda/](http://englishcoo.com/contoh-descriptive-text-tentang-benda/)

## F. Langkah-langka Pembelajaran

### Pertemuan 1

#### a. Pendahuluan/ Kegiatan Awal

Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik
- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

#### b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
Mengamati ( <i>observing</i> ) - Peserta didik mendengarkan/membaca beberapa contoh teks deskriptif singkat sederhana tentang orang.	- Meminta peserta didik memperhatikan contoh teks deskriptif singkat dan sederhana tentang binatang - Meminta peserta didik memperhatikan fungsi	10 menit

<ul style="list-style-type: none"> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang binatang</li> </ul>	sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang hewan	
Menanyakan ( <i>Questioning</i> ) Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks	Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks	
Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi <ul style="list-style-type: none"> <li>- Siswa membaca contoh-contoh teks deskriptif singkat dan sederhana tentang binatang</li> <li>- Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik membagi menjadi beberapa kelompok</li> <li>- Guru menerapkan <i>clustering</i> teknik</li> <li>- Meminta siswa membuat teks deskriptif dengan tema binatang</li> </ul> Meminta peserta didik membaca teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat	30 menit
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>

<p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> <li>- Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> </ul>	10 menit
<p>Mengkomunikasikan/ (<i>Communicating/Networking</i>)</p> <ul style="list-style-type: none"> <li>- Siswa mendeskripsikan binatang untuk mengenalkan, dengan bahasa inggris, di dalam kelas.</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik mendeskripsikan binatang yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.</li> </ul>	25 menit

c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik
- Memberikan tes tulisan
- Mengumpulkan hasil kerja sebagai bahan portofolio
- Melaksanakan tindak lanjutan dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan.

**Pertemuan Ke-2**

a. Pendahuluan/ Kegiatan Awal

Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung tercipta.

- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

#### Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik
- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

#### b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
<p>Mengamati (<i>observing</i>)</p> <ul style="list-style-type: none"> <li>- Peserta didik mendengarkan/membaca a beberapa contoh teks deskriptif singkat sederhana tentang orang.</li> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang binatang</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik memperhatikan contoh teks deskriptif singkat dan sederhana tentang binatang</li> <li>- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang hewan</li> </ul>	10 menit
<p>Menanyakan (<i>Questioning</i>)</p> <p>Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat</p>	

singkat dan sederhana tentang binatang dalam berbagai konteks	dan sederhana tentang binatang dalam berbagai konteks	
<p>Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>- Siswa berdiskusi dengan teman kelompok dengan membuat sebuah teks deskriptif tentang binatang</li> <li>- Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik membagi menjadi beberapa kelompok</li> <li>- Guru menerapkan <i>clustering</i> teknik</li> <li>- Meminta siswa membuat teks deskriptif dengan tema binatang</li> <li>- Meminta peserta didik membaca teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	30 menit
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
<p>Mengasosiasi ( <i>Associating</i> )</p> <ul style="list-style-type: none"> <li>- Secara peserta didik membuat teks deskriptif tentang binatang dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik membuat teks deskriptif secara individu tentang binatang dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> </ul>	10 menit
<p>Mengkomunikasikan/ ( <i>Communicating/Networking</i> )</p>	<ul style="list-style-type: none"> <li>- Meminta peserta didik mendeskripsikan</li> </ul>	25 menit



- Siswa mendeskripsikan binatang untuk mengenalkan, dengan bahasa inggris, di dalam kelas.	binatang yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.	
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c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik
- Melaksanakan tindak lanjutan dengan memberikan arahan kegiatan berikutnya

**Pertemuan Ke-3**

a. Pendahuluan/ Kegiatan Awal

Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik
- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
Mengamati ( <i>observing</i> ) - Peserta didik	- Meminta peserta didik memperhatikan contoh	10 menit

<p>mendengarkan/membaca beberapa contoh teks deskriptif singkat sederhana tentang orang.</p> <ul style="list-style-type: none"> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda</li> </ul>	<p>teks deskriptif singkat dan sederhana tentang binatang</p> <ul style="list-style-type: none"> <li>- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang binatang</li> </ul>	
<p>Menanyakan (<i>Questioning</i>) Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	
<p>Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>- Siswa berdiskusi dengan teman kelompok dengan membuat sebuah teks deskriptif tentang benda</li> <li>- Membacakan teks</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik membagi menjadi beberapa kelompok</li> <li>- Guru menerapkan <i>clustering</i> teknik</li> <li>- Meminta siswa membuat teks deskriptif dengan tema binatang</li> <li>- Meminta peserta didik membaca teks deskriptif</li> </ul>	30 menit

deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat	kepada teman dengan menggunakan unsur kebahasaan yang tepat	
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
Mengasosiasi ( <i>Associating</i> ) - Secara peserta didik membuat teks deskriptif tentang benda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	- Meminta peserta didik membuat teks deskriptif secara individu tentang benda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan	10 menit
Mengkomunikasikan/ ( <i>Communicating/Networking</i> ) - Siswa mendeskripsikan binatang untuk mengenalkan, dengan bahasa inggris, di dalam kelas.	- Meminta peserta didik mendeskripsikan binatang yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.	25 menit

c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik
- Melaksanakan tindak lanjutan dengan memberikan arahan kegiatan berikutnya

**Pertemuan ke-4**

a. Pendahuluan/ Kegiatan Awal

#### Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

#### Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik
- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

#### b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
<p>Mengamati (<i>observing</i>)</p> <ul style="list-style-type: none"> <li>- Peserta didik mendengarkan n/membaca beberapa contoh teks deskriptif singkat sederhana tentang orang.</li> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik memperhatikan contoh teks deskriptif singkat dan sederhana tentang binatang</li> <li>- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda</li> </ul>	10 menit

Menanyakan ( <i>Questioning</i> ) Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks	Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks	
Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi - Siswa berdiskusi dengan teman kelompok dengan membuat sebuah teks deskriptif tentang benda - Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat	<ul style="list-style-type: none"> <li>- Meminta peserta didik membagi menjadi beberapa kelompok</li> <li>- Meminta siswa membuat teks deskriptif dengan tema benda</li> <li>- Meminta peserta didik membaca teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	30 menit
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
Mengasosiasi ( <i>Associating</i> ) - Secara peserta didik membuat teks deskriptif tentang benda dengan fokus pada fungsi sosial,	- Meminta peserta didik membuat teks deskriptif secara individu tentang benda dengan fokus pada fungsi sosial, struktur, dan unsur	10 menit

struktur, dan unsur kebahasaan.	kebahasaan	
Mengkomunikasikan/ ( <i>Communicating/Networking</i> ) - Siswa mendeskripsikan binatang untuk mengenalkan, dengan bahasa inggris, di dalam kelas.	- Meminta peserta didik mendeskripsikan binatang yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.	25 menit

## c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik
- Memberikan tes tulisan

Pinrang, 1 November 2022

Know by,

English Teacher

Rosmini, S.Pd

NIP. 196912312007012088

Researcher

Ratnawati

NIM.18.1300.067

PAREPARE

### RPP Kelas Kontrol

Nama Sekolah : SMP Negeri 2 Patampanua  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/Ganjil ( Kelas Kontrol)  
 Alokasi Waktu : 2 x 40 menit  
 Materi : Descriptif Teks

#### A. Kompetensi Inti

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

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.2.Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang	1.2.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran

diwujudkan dalam semangat belajar.	
2.4. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.4.1. Menunjukkan perilaku peduli dalam pembelajaran
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1. Memberi nama benda dan binatang. 3.10.2. Mengidentifikasi sifat benda dan binatang 3.10.3. Mendeskripsikan benda dan binatang 3.10.4. Menyebutkan fungsi sosial teks deskriptif
4.11. Menangkap makna dalam teks deskripsi lisan dan tulisan, pendek dan sederhana	4.11.1. Menentukan gambaran umum dari sebuah teks. 4.11.2. Menentukan informasi tertentu dari teks sederhana. 4.11.3. Menentukan informasi rinci dari teks sederhana
4.12. Menyusun teks deskriptif lisan dan tulisan, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks	4.12.1. Melengkapi teks deskriptif sederhana tentang benda dan binatang. 4.12.2. Menyusun teks deskriptif sederhana tentang benda dan binatang.



### C. Materi Pembelajaran

#### 1. Materi Reguler

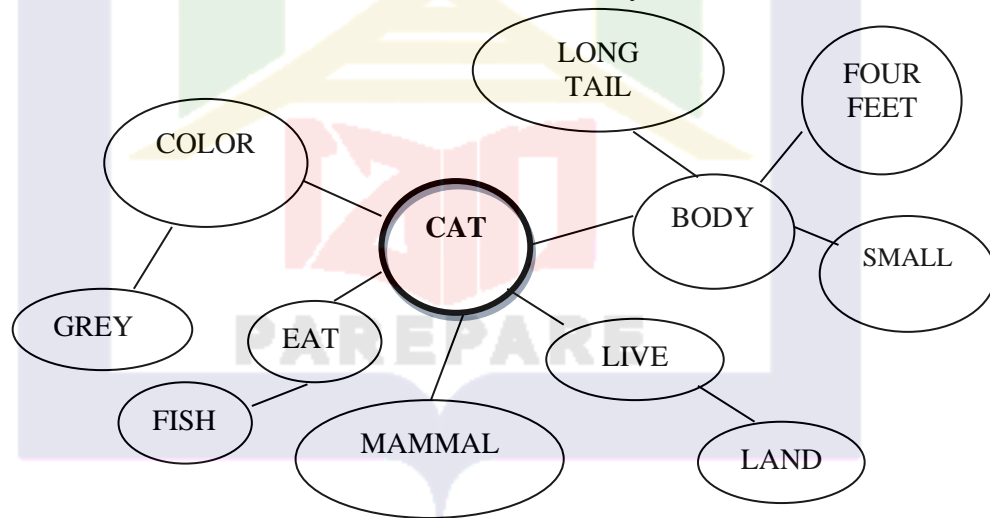
Teks deskriptif lisan dan tulisan, pendek dan sederhana, tentang orang, binatang, dan benda.

#### Cat

It is cat. It is mammal. It is live on land. It is eat fish. It is body black and white. It is color is grey. It is samall, long tail, and has four feet.

#### Panda

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little ayes with black spots around them. His body is black and white colored. Panda's almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from China. I like Panda because they're cute.



#### 2. Materi Remedial

Generic Structure Descriptive Text

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

#### Ciri-ciri Deskriptif Teks

- a. Menggunakan simple present tense
- b. Menggunakan verb, seperti be ( am, is, are)
- c. Mudah dipahami
- d. Menggambarkan
- e. Komunikatif
- f. Dapat membuat pembaca tertarik
- g. Menggambarkan objek secara spesifik
- h. Buat sebuah contoh deskriptif teks tentang orang, binatang atau benda sesuai dengan penggunaan struktur bahasa.

#### D. Metode Pembelajaran

Pendekatan : Teacher Centered Approach

Model : Konvensional

Strategi : Ceramah

#### E. Alat dan Sumber

Media : Gambar

Alat/Bahan : Papan tulis, Spidol

Sumber Belajar :- Buku When Rings a Bell. Chapter

- [www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1](http://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1)
- [englishcoo.com/contoh-descriptive-text-tentang-benda/](http://englishcoo.com/contoh-descriptive-text-tentang-benda/)

## F. Langkah-langka Pembelajaran

### Pertemuan 1

#### a. Pendahuluan/ Kegiatan Awal

Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik
- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

#### b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
<p>Mengamati (<i>observing</i>)</p> <ul style="list-style-type: none"> <li>- Peserta didik mendengarkan/membaca beberapa contoh teks deskriptif singkat sederhana tentang orang.</li> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik memperhatikan contoh teks deskriptif singkat dan sederhana tentang binatang</li> <li>- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang hewan</li> </ul>	10 menit

<p>sederhana tentang binatang</p>		
<p>Menanyakan ( <i>Questioning</i> ) Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	
<p>Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>- Siswa membaca contoh-contoh teks deskriptif singkat dan sederhana tentang binatang</li> <li>- Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber</li> <li>- Meminta peserta didik membaca teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<p>30 menit</p>
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
<p>Mengasosiasi ( <i>Associating</i> )</p> <ul style="list-style-type: none"> <li>- Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> </ul>	<p>10 menit</p>
<p>Mengkomunikasikan/ ( <i>Communicating/Networking</i> )</p>	<ul style="list-style-type: none"> <li>- Meminta peserta didik mendeskripsikan</li> </ul>	<p>25 menit</p>

- Siswa mendeskripsikan binatang untuk mengenalkan, dengan bahasa inggris, di dalam kelas.	binatang yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.	
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c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik
- Memberikan tes tulisan
- Mengumpulkan hasil kerja siswa
- Melaksanakan tindak lanjutan dengan memberikan arahan kegiatan berikutnya

**Pertemuan Ke-2**

a. Pendahuluan/ Kegiatan Awal

Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik
- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
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<p>Mengamati (<i>observing</i>)</p> <ul style="list-style-type: none"> <li>- Peserta didik mendengarkan/membaca beberapa contoh teks deskriptif singkat sederhana tentang binatang</li> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang binatang</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik memperhatikan contoh teks deskriptif singkat dan sederhana tentang binatang</li> <li>- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang hewan</li> </ul>	10 menit
<p>Menanyakan (<i>Questioning</i>)</p> <p>Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	
<p>Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>- Siswa membaca contoh-contoh teks deskriptif singkat dan sederhana tentang binatang</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber</li> <li>- Meminta peserta didik membaca teks deskriptif kepada teman dengan menggunakan unsur</li> </ul>	30 menit

- Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat	kebahasaan yang tepat	
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
Mengasosiasi ( <i>Associating</i> ) - Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	- Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan	10 menit
Mengkomunikasikan/ ( <i>Communicating/Networking</i> ) - Siswa mendeskripsikan binatang untuk mengenalkan, dengan bahasa inggris, di dalam kelas.	- Meminta peserta didik mendeskripsikan binatang yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.	25 menit

c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik.
- Melaksanakan tindak lanjutan dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan.

### Pertemuan Ke-3

#### a. Pendahuluan/ Kegiatan Awal

Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik
- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

#### b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
<p>Mengamati (<i>observing</i>)</p> <ul style="list-style-type: none"> <li>- Peserta didik mendengarkan/membaca beberapa contoh teks deskriptif singkat sederhana tentang orang.</li> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda</li> <li>- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda</li> </ul>	<p>10 menit</p>



benda		
Menanyakan ( <i>Questioning</i> ) Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks	Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks	
Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi - Siswa membaca contoh-contoh teks deskriptif singkat dan sederhana tentang benda - Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat	- Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber - Meminta peserta didik membaca teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat	30 menit
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
Mengasosiasi ( <i>Associating</i> ) - Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial,	- Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur	10 menit

struktur, dan unsur kebahasaan.	kebahasaan	
Mengkomunikasikan/ ( <i>Communicating/Networking</i> ) - Siswa mendeskripsikan benda untuk mengenalkan, dengan bahasa inggris, di dalam kelas.	- Meminta peserta didik mendeskripsikan benda yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.	25 menit

c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik
- Melaksanakan tindak lanjutan dengan memberikan arahan kegiatan berikutnya

**Pertemuan Ke-4**

a. Pendahuluan/ Kegiatan Awal

Apresepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran

Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik

- Menyampaikan rencana kegiatan misalnya, individu, kerja kelompok, dan melakukan observasi

b. Kegiatan Inti

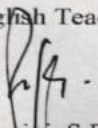

PESERTA DIDIK	GURU	WAKTU
<p>Mengamati (<i>observing</i>)</p> <ul style="list-style-type: none"> <li>- Peserta didik mendengarkan n/membaca beberapa contoh teks deskriptif singkat sederhana tentang orang.</li> <li>- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda</li> <li>- Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda</li> </ul>	10 menit
<p>Menanyakan (<i>Questioning</i>)</p> <p>Menanyakan antara lain perbedaan antara teks atau kalimat teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan antara teks deskriptif singkat dan sederhana tentang binatang dalam berbagai konteks</p>	
<p>Mengeksplorasi/ Bereksprimen/ mengumpulkan informasi</p>	<ul style="list-style-type: none"> <li>- Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif</li> </ul>	30 menit

<ul style="list-style-type: none"> <li>- Siswa membaca contoh-contoh teks deskriptif singkat dan sederhana tentang binatang</li> <li>- Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<p>dari berbagai sumber</p> <ul style="list-style-type: none"> <li>- Meminta peserta didik membaca teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
<p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> <li>- Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> </ul>	10 menit
<p>Mengkomunikasikan/ (<i>Communicating/Networking</i>)</p> <ul style="list-style-type: none"> <li>- Siswa mendeskripsikan binatang untuk mengenalkan, dengan bahasa inggris, di dalam kelas.</li> </ul>	<ul style="list-style-type: none"> <li>- Meminta peserta didik mendeskripsikan binatang yang ada disekitarnya dengan bahasa inggris baik yang ada di lingkungan sekitar siswa.</li> </ul>	25 menit

## c. Penutup

- Melakukan refleksi atau membuat rangkuman dalam melibatkan peserta didik
- Memberikan tes tulisan

Pinrang, 1 November 2022

Know by, English Teacher	Researcher
	
Rosmini, S.Pd NIP. 196912312007012088	Ratnawati NIM.18.1300.067



## INSTRUMEN OF THE TEST

Name:

Class :



1. What is the animal picture above?
2. What is the kind of that animal?
3. Where the animal live?
4. What is the animal eats?
5. What is the sized of the animal?
6. What is the color of the animal?
7. Base on the answer above write a descriptive text!

1. Nama : Pasni  
Kelas : VIII,5

1. Panda
2. mammal
3. forest, land
4. Bamboo
5. big, four foot, small tail
6. black and white
7. It is panda. It is mammal. It is live forest, land. It is eat bamboo. It is body, four foot, small tail. It is color black and white.

$$= \frac{3 \cdot 4 + 2 \cdot 4 + 2 \cdot 4 + 1,5 \cdot 4 + 1,5 \cdot 4}{40} \times 100$$

$$= \frac{12 + 8 + 8 + 6 + 6}{40} \times 100$$

$$= \frac{40}{40} \times 100 = 100$$

PAREPARE

1.	panda
2.	mammal
3.	Forest, land
4.	bamboo
5.	big, four foot, small tail
6.	black and white

it is	panda
it is	mammal
it is	live Forest, land
it is	eat bamboo
it is	body big, four foot, small tail
it is	color black and white

$$3 \cdot 4 + 2 \cdot 4 + 2 \cdot 4 + 1.5 \cdot 4 + 1.5 \cdot 4$$

$$= 12 + 8 + 8 + 6 + 6 \text{ xus}$$


---


$$= \frac{40 \text{ xus}}{10} = 4$$



kelas : VIII B / 8.3

Nama : CUMARA RAJAGB

~~Jawab~~ Jawab.

1. it is Panda.
2. ~~is~~ mammal
3. ~~is~~ land
4. bamboo
5. big
6. black and white
7. He is Panda

$$3.4.2 = 2 + 2.1 + 1.5.3 + 1.5.1 \times 100$$


---

40

$$= 12 + 4 + 2 + 4.5 + 1.5 \times 100$$


---

40

$$= \frac{24}{40} \times 100 = \frac{60}{2}$$

Nama: Najwa azisa  
 kelas: VIII.3

No. \_\_\_\_\_  
 Date: \_\_\_\_\_

panda

~~it is - panda~~ ~~it is mammal~~ ~~it is live in land~~  
~~it is eat bamboo~~, ~~it is big body~~, ~~it is color white and black~~

|| \_\_\_\_\_ || \_\_\_\_\_ ||

panda

- 1 it is panda
- 2 it is mammal
- 3 it is live in land
- 4 it is eat bamboo
- 5 it is big body
- 6 it is color white and black

7 it is panda, it is mammal, it is live in land  
 it is eat bamboo, it is big body, it is color white and black.

$$\frac{3 \cdot 4 + 2 \cdot 4 + 2 \cdot 3 + 1 \cdot 5 \cdot 4 + 1 \cdot 5 \cdot 4 \times 100}{40}$$

$$= \frac{12 + 8 + 6 + 6 + 6 \times 100}{40}$$

$$= \frac{38}{40} \times 100 = 95$$

PAREPARE

The activities in the classrom

1. Experimental class



2. Control class



PAREPARE

## Profil Sekolah

1. Identitas Sekolah	
1 Nama Sekolah	: UPT SMP NEGERI 2 PATAMPANUA
2 NPSN	: 40305108
3 Jenjang Pendidikan	: SMP
4 Status Sekolah	: Negeri
5 Alamat Sekolah	: Urung
RT / RW	: 0 / 0
Kode Pos	: 91252
Kelurahan	: Sipatuo
Kecamatan	: Kec. Patampanua
Kabupaten/Kota	: Kab. Pinrang
Provinsi	: Prov. Sulawesi Selatan
Negara	: Indonesia
6 Posisi Geografis	: -3,6975 Lintang 119,6861 Bujur
3. Data Pelengkap	
7 SK Pendirian Sekolah	: 030/U/79
8 Tanggal SK Pendirian	: 1979-02-01
9 Status Kepemilikan	: Pemerintah Pusat
10 SK Izin Operasional	: 36 TAHUN 2018
11 Tgl SK Izin Operasional	: 2018-09-04
12 Kebutuhan Khusus Dilayani	:
13 Nomor Rekening	: 050202000003623
14 Nama Bank	: BPD SULAWESI SELA...
15 Cabang KCP/Unit	: BPD SULAWESI SELATAN CABANG PINRANG...
16 Rekening Atas Nama	: UPTSPN2PATAMPANUA...
17 MBS	: Tidak
18 Memungut Iuran	: Tidak
19 Nominal/siswa	: 0
20 Nama Wajib Pajak	:
21 NPWP	: 003315611802000
3. Kontak Sekolah	
20 Nomor Telepon	:
21 Nomor Fax	:
22 Email	: smp2patampanua@yahoo.com
23 Website	: http://
4. Data Periodik	
24 Waktu Penyelenggaraan	: Pagi/6 hari
25 Bersedia Menerima Bos?	: Ya
26 Sertifikasi ISO	: Belum Bersertifikat
27 Sumber Listrik	: PLN
28 Daya Listrik (watt)	: 900
29 Akses Internet	: Lainnya (Serat Optik)
30 Akses Internet Alternatif	: Tidak Ada
5. Sanitasi	
Sustainable Development Goals (SDG)	
31 Sumber air	: Pompa
32 Sumber air minum	: Tidak Ada
33 Kecukupan air bersih	: Cukup sepanjang waktu
34 Sekolah menyediakan jamban yang dilengkapi dengan fasilitas pendukung untuk digunakan oleh siswa berkebutuhan khusus	: Tidak
35 Tipe jamban	: Leher angsa (toilet duduk/jongkok)
36 Sekolah menyediakan pembalut cadangan	: Tidak ada

Jumlah hari dalam seminggu siswa mengikuti kegiatan cuci tangan berkelompok	:	Tidak pernah
38 Jumlah tempat cuci tangan	:	10
39 Jumlah tempat cuci tangan rusak	:	0
40 Apakah sabun dan air mengalir pada tempat cuci tangan	:	Ya
41 Sekolah memiliki saluran pembuangan air limbah dari jamban	:	Ada saluran pembuangan air limbah ke tangki septik atau IPAL
42 Sekolah pernah menguras tangki septik dalam 3 hingga 5 tahun terakhir dengan truk/motor sedot tinja	:	Ya
<b>Stratifikasi UKS</b>		
43 Sekolah memiliki selokan untuk menghindari genangan air di setiap ruang kelas (Sesuai permendikbud tentang standar sarpras)	:	Ya
44 Sekolah menyediakan tempat sampah tertutup di setiap unit jamban perempuan	:	Ya
46 Sekolah menyediakan cermin di setiap unit jamban perempuan	:	Tidak
47 Sekolah memiliki tempat pembuangan sampah sementara (TPS) yang tertutup	:	Tidak
48 Sampah dari tempat pembuangan sampah sementara diangkut secara rutin	:	Ya
49 Ada perencanaan dan penganggaran untuk kegiatan pemeliharaan dan perawatan sanitasi sekolah	:	Ya
50 Ada kegiatan rutin untuk melibatkan siswa untuk memelihara dan merawat fasilitas sanitasi di sekolah	:	Ya
51 Ada kemitraan dengan pihak luar untuk sanitasi sekolah	:	<input type="checkbox"/> Ada, dengan pemerintah daerah <input type="checkbox"/> Ada, dengan perusahaan swasta <input checked="" type="checkbox"/> Ada, dengan puskesmas <input type="checkbox"/> Ada, dengan lembaga non-pemerintah
52 Jumlah jamban dapat digunakan	:	Jamban laki-laki: <input type="text" value="5"/> Jamban perempuan: <input type="text" value="7"/> Jamban bersama: <input type="text" value="0"/>
53 Jumlah jamban tidak dapat digunakan	:	Jamban laki-laki: <input type="text" value="0"/> Jamban perempuan: <input type="text" value="0"/> Jamban bersama: <input type="text" value="0"/>

**Sekolah memiliki kegiatan dan media komunikasi, informasi dan edukasi (KIE) tentang sanitasi sekolah**

Variabel	Kegiatan dan Media Komunikasi, Informasi dan Edukasi (KIE)					
	Guru	Ruang Kelas	Toilet	Selasar	Ruang UKS	Kantin
53 Cuci tangan pakai sabun	✓	✓	✓	✓	✓	✓
54 Kebersihan dan kesehatan						
55 Pemeliharaan dan perawatan toilet						
56 Keamanan pangan						
57 Ayo minum air						



LUAS TANAH : 21.195 m2  
 NPSN : 40005108

DAFTAR KEADAAN GURU /PEGAWAI PADA SMP NEGERI 2 PATAMPANUA  
 NAMA SEKOLAH : UPT SMP NEGERI 2 PATAMPANUA  
 ALAMAT : JL MALUMPUNG BENTENG PINRANG  
 KECAMATAN : PATAMPANUA  
 KABUPATEN : PINRANG  
 PROPINSI : SULAWESI SELATAN

SEKOLAH INI DIDIRIKAN TERHITUNG  
 MULAI 1 FEBRUARI 1979  
 LAPORAN BILANAN PADA BULAN : OKTOBER 2022

No	NAMA/NIP	L/P	K/TK	GOL	TMPT	JUM TUG	TMPT & TGL LAHIR	GAI POKOK	MASA KERJA		GURU BIDANG	LAZAH JURUSAN THN	MULAI BEKERJA	MUL B TMR INI	PEND YG PERMAH DIKUTI	ABSENSI			JML JAM	KET	
									GOL	SEL						I	S	A			
	Dns. SULTAN, M.Pd	L	K	IV/b			Leppongan 22 Maret 1964				BK	S2 BK	2010	01/12/1995	11/04/2022						Kepala UPT
1	TAMRIN, S. Pd	L	K	IV/b	10/1/2003	3	Enrekang, 31 Desember 1952	5.211.500	30	35	Pengastes	S1 Olahraga	1999	01/11/1984	01/04/1991				12		Warak Umum
4	HJ. NUHRIHA, S. Pd	P	K	IV/b	11/3/2011	0	Simpu, Tahun 1966	4.888.100	26	30	IPS Coog	S1 Bahasa Indonesia	2007	01/03/1989	01/03/1989				24		
5	MURUA, S. Pd I	P	K	IV/b	4/1/2005	3	Kedene, 31 Desember 1953	5.022.300	28	33	B. Indonesia	S1 Bahasa Indonesia	2005/2007	01/03/1984	01/03/1984				24		
6	HJ. HASNI, S. Pd	P	K	IV/b	01/11/2016	3	Palingg, 16 Juni 1965	4.603.500	22	27	Kel.jasa	S1 Bhs Indonesia	2007	01/03/1992	01/03/1997				24		
7	HASNAWATI SIRL, S. Pd	P	K	IV/a	10/1/2008	2	Barelli, 15 Oktober 1964	4.555.800	24	32	IPA Fisika	S1 Bhs Indonesia	2007	01/03/1987	01/03/1987				24		Ladren
8	ALHIRMALA, S. Pd	P	K	IV/a	1/02/2010	0	Ambusa, 23 Juli 1970	4.151.100	19	21	IPA Biologi	S1 IPA Biologi	1997	01/02/1988	04/08/2003				24		
9	WAHIDA, S. Pd	P	K	IV/b	01/04/2008	3	Teppo, 28 Mei 1969	4.453.000	20	24	IPS Sejarah	S1 Bhs Indonesia	1992	01/03/1965	01/03/1999			1	24		
10	ABDUL LATIF, S. Pd. M. Pd	L	K	IV/b	10/1/2010	3	Pincra, 31 Desember 1966	4.086.500	14	17	Pengastes	S2 Pengastes	2001	01/11/2002	01/12/2002				12		*kesulitan
11	IDA HASAH, ST	P	K	III/d	10/1/2013	0	Pirang, 20 Juli 1974	3.628.500	12	7	IPA Fisika	S1 IPA Fisika	2000	01/02/2005	28/04/2005				24		

12	DIMAR, S. Pd 19691022 200502 2 001	P	K	III d	10/1/2008	3	Benteng, 22 Oktober 1999	4 108 100	20	22	Bhs Indonesia	S1 Bahasa Indonesia	1995	01/02/2006	29/05/1905					24	
13	SUDHIN, S Pd 19681111 200502 1 002	L	K	IV a	5/1/2005	3	Teppo, 11 November 1998	4 281 800	20	14	PerjanjMuluk	S1 Olah raga	1995	21/2/2005	15/11/2008					24	
14	ENDANG SILU ASTRU, S Pd 19821109 200604 2 018	P	K	IV a	1/4/2012	1	Bia, 09 November 1982	3 518 100	11	12	Matematika	S1 Matematika	2004	05/01/2007	05/01/2007					24	TU
15	SADARUDDIN 19641231 199803 1 197	L	K	III b	10/1/2004	3	Basseang Tahun 1994	4 150 100	25	33	KALUR	SMA	1983	01/03/1995	01/03/1995						
16	NURRAHMAN YUNUS, SE 19801112 200801 1 003	L	K	IV a	1/1/2008	1	Benteng, 12 Nopember 1980	3 628 900	13	16	IPS Ekonomi	S1/IV Akuntansi	2004	01/09/2004	01/09/2004					24	
17	DARMA, S Pd 19670717 200701 1 029	L	K	III d																24	
18	SAMSIAH, S Pd I 19810531 200903 2 004	P	K	III c	1/3/2009	1	Benteng, 31 Mei 1981	3 272 200	8	10	B Inggris	S1 B Inggris	2004	21/04/2009	21/04/2009					24	
19	ABDUL WARDI MUCHTAR, S Pd 19820520 200903 1 004	L	K	III c	1/3/2009	0	Pinrang, 20 Mei 1982	3 272 200	8	10	KTK	S1 Seni Budaya	2004	21/04/2009	21/04/2009					24	
20	MASNI, S Pd I 19691231 200701 2 090	P	K	III d																24	
21	AYU, S Pd 19940822 201903 2 022	P	K	III a		0	Palojo, 22 Agustus 1994	2 063 520			Matematika	S1 Matematika								20	
22	NURUL ASMI RAH, S Pd 19950308 201903 2 013	P	TK	III a		0	Pinrang, 08 Maret 1995	2 063 520			BK	S1 BK								24	
23	HAFRAH, S Pd I 19791001 200912 2 004	P	K	III b																10	Menekup-kan Jam
26	ROSMINI, S Pd 19691231 200701 2 088	P	K	III c							B Inggris	S1 B Inggris									
27	SYAMSUL BAKRI 19740228 201412 1 002	L	K	III b							SIAf	SMA									TU
28	SYAMSU, S Pd 19740228 201412 1 002	P	K								Seni Budaya	D1 Seni lan	1989	2004	2004					24	GIT
29	SUPRIADI, S Pd 19740228 201412 1 002	L	K								Bahasa Indonesia	S1 Bahasa Indonesia	2006	2005	2005					24	GIT
30	DARINA TAMAU, S Pd I 19740228 201412 1 002	P	K								BTO	S1 PAI	2008	2005	2005					10	GIT
31	RUSMI SYARUDDIN, S Pd 19740228 201412 1 002	P	K								TK/ IPA	S1 Matematika	2006	2008	2008					12	GIT





46	WYDIA WARDAS STUTI	P	K	-	-	Benteng, 24 April 1989				TK	SMA	2010	2013	2013					10	GTT
47	HEZRON, S Kom	L	TK	-	-	Pirang, 06 Nopember 1980				STAF TU	S1 Komputer	2012	2014	2014					-	PTT
48	SAMSUDDIN, S Pd	L	K	-	-	Bla, 19 Oktober 1992				BK	S1 BK	2016	2017	2017					24	GTT
49	NURHILDAYANTI, S.PdI	P	K	-	-	Benteng, 20 Oktober 1991				Bis. Inggis	S1 Bis Inggis								-	GTT
50	RAHAMAWATI, S PdI	P	K	-	-	Benteng, 20 Oktober 1990				Bis. Inggis	S1 Bis Inggis								-	GTT
51	PUTRI EKA INDAH NURJAWANAH, S Pd	P	K	-	-	Cinahi 21 Maret 1995				Matematika	S1 Matematika								-	GTT
52	MUHAMMAD ASWAR, S.Pd	L	TK	-	-	Pirang, 27 Agustus 1994				Matematika	S1 Matematika	2019		11 Juli 2022					-	GTT
53	NUR SYAFIQAH, S.Pd	P	TK	-	-									11 Juli 2022					-	GTT
54	NEPI APRILYANI, S.Pd	P	TK	-	-									11 Juli 2022					-	GTT
55	NIWIT WYDIA STUTI, S.Pd	P	K	-	-									11 Juli 2022					-	GTT
56	MUHAMMAD RIDWAN	L	TK	-	-					SATPAM	SMA			11 Juli 2022					-	PTT

## CURRICULUM VITAE



The writer's name is Ratnawati, born on October 18<sup>th</sup>, 2000. The writer is the first of four children from the couple Arifai and Suriani. The writer started going to school at the age of 6 at UPT SD 130 Benteng, Kab. Pinrang, but in the second grade she moved to UPT 259 Patampanua, Kab. Pinrang. The writer continued her junior high school at SMPN 2 Patampanua, Kab. Pinrang. Then, she continued her senior high school at SMAN 5 Pinrang and graduated in 2018. In the same year the writer continued her education at IAIN Parepare by English education Department at the Faculty of Tarbiyah then completed her education in 2023 with the title of thesis: The Effect of Clustering Technique to Improve Students' English Writing at the Eighth Grade Students of SMPN 2 Patampanua, Kab. Pinrang.

