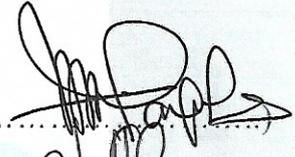
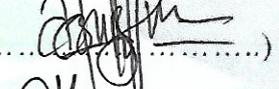
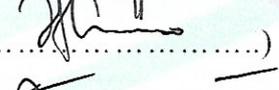


THESIS APPROVAL

This thesis, entitled "Teaching Writing Narrative Text Through Clustering Technique at The Second Grade Students' of Man Palopo " written by Rusni, Reg. Number 14.16.3.0117 English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, February 6th 2019 M, coincided with Dzul-Qai'dah 1st 1440 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, February 6th, 2019 M
Dzul-Qai'dah 1st 1440 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.	Chairman	(..... )
2. A. Tenrisanna Syam, S.Pd., M.Pd	Secretary	(..... )
3. Dr. Masruddin, S.S., M.Hum.	Examiner I	(..... )
4. Muh. Irfan Hasanuddin, M.A.	Examiner II	(..... )
5. Amalia Yahya, S.E., M.Hum..	Consultant I	(..... )
6. A. Tenrisanna Syam, S.Pd., M.Pd.	Consultant II	(..... )

Approved by;


Dean of IAIN Palopo
Dr. Masruddin, M.Ag.
NIP. 19691104 199403 1 004


The Dean of Tarbiyah and
Teacher Training Faculty
Dr. Waharuddin, M.Pd.I.
NIP. 19701030 199903 1 003

CONSULTANT APPROVAL

Thesis Entitled : **TEACHING WRITING NARRATIVE TEXT THROUGH CLUSTERING TECHNIQUE AT THE SECOND GRADE STUDENTS OF MAN PALOPO**

Written By:

Name : Rusni
Reg. Num : 14.16.3.0117
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 28th January 2019

Consultant I



Amaliya Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

Consultant II



Andi Tenrisanna Syam, S.Pd., M.Pd
NIP. 19860423 201503 2 005

PRONOUNCEMENT

Signature by:

Name : Rusni

Nim : 14.16.3.0117

Study Program : Tadris Bahasa Inggris

Department : Tarbiyah

With all awareness and consciousness, the researcher who sign bellow, pronounces that this is literarywork of researcher herself. If somebody it is proven that this thesis is duplicated, copied or made by the other people as whole partially, so this thesis caused use this thesis invalid for low.

Palopo, 28th Januari 2019

Researcher



RUSNI
14.16.3.0117

NOTA DINAS PEMBIMBING

Lampiran :-

Palopo, 28th Januari 2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr.Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Rusni

NIM : 14.16.3.0117

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

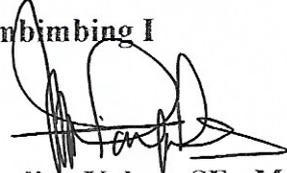
Judul : "Teaching Writing Narrative Text Through Clustering Technique at The Second Grade Students' of MAN Palopo"

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk di ujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

Pembimbing I


Amaliya Yahya, SE., M.Hum
NIP. 19771013 200501 2 006

NOTA DINAS PEMBIMBING

Lampiran : -

Palopo, 25th Januari 2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr.Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Rusni

NIM : 14.16.3.0117

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : "Teaching Narrative Text Through Clustering Technique at The
Second Grade Students' of Man Palopo"

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

Pembimbing II



Andi Tenrisanna Syam, S.Pd., M.Pd
NIP. 19860423 201503 2 00

EXAMINER APPROVAL

Thesis Entitle: **TEACHING WRITING NARRATIVE TEXT THROUGH CLUSTERING TECHNIQUE AT THE SECOND GRADE STUDENT OF MAN PALOPO**

Written By :

Name : Rusni
Reg. Number : 14.16.3.0117
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be Munaqasyah examined.

Palopo, 5th February 2019

Examiner I



Dr. Masruddin, S.S., M.Hum.
NIP. 19800613 200501 1 005

Examiner II



Muhammad Irfan Hasanuddin, MA
NIP. 19740623 199903 1 002

ACKNOWLEDGEMENT

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ

Alhamdulillahirabbil'alamin, the researcher expressed the highest gratitude to Allah swt for blessing, love, mercy on most of all change to finish this thesis although in a simple form. Shalawat and salam are addressed to be beloved and chosen messenger the prophet Muhammad Saw, his family, his beloved friends and for the people who always follow his step.

The researcher realized that this thesis cannot be accomplished without help guidance, critics, advice, and motivation from the others that help her along this research. Therefore, in this chance, The researcher would like to express respecting and thanks to:

1. Dr. Abdul Pirol, M.Ag, as the rector of IAIN Palopo who have taught, educated, helped, advice, and guidance during study in IAIN Palopo.
2. Dr. Kaharuddin, M.Pd.I, as the dean of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic studies Palopo.
3. AmaliaYahya, S.E., M.Hum. The head of English study program IAIN Palopo, always support and give the best idea how to be a good person in understanding the English language. She is the first consultan also who always give support, suggestion, motivation, and guidance to revise this thesis.
4. Andi Tenrisanna Syam, S.Pd., M.Pd, as the second consultant who always give support, suggest, motivate, and guidance to revise this thesis.

5. Dra. Maids Hawa, M.Pd.I, as the headmaster of MAN Palopo who has give the researcher's chance, information, and facilities to accomplish this thesis.
6. Bebet Rusmasari K, S.Pd, as the teacher of English and all of students at the second class specially MIA 1 and MIA 2 who gave an oppurtunity to do research in the class until finish.
7. Thanks to my beloved parents:Sanariah, Yusnani and Yusmiati Idris who always give their sincere prayers for success in my life. Beloved brother and sisterRenaldi and Risma who always give support, motivation, and moral encouragement to finish her study.
8. Thanks for my beloved friends, Nurul Yuniarti, Novi Sulastir and Nurjida who helped, support, and spirit to finish this thesis.
9. All of my friends class A, B, D and specially in BIG C FAMILY 2014, my friends in Dormitory, BOLOT And TJ, and that the researcher can't mention one by one. Thanks for the friendship and give motivation, help to me to finish this thesis.

May Allah swt. show define judgment of service who helped the researcher. In the end, the researcher has a big expectation that this thesis can be useful and give positive contribution for the readers and the others.

Palopo, 26th Januari 2019

Researcher

A handwritten signature in black ink, appearing to read 'Rusni' with some stylized flourishes and a small mark above the 'i'.

RUSNI

TABLE OF CONTENT

TITLE PAGE	i
CONSULTANT APPROVAL	ii
PRONOUNCEMENT	iii
NOTA DINAS PEMBIMBING	iv
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problems of Statement	3
C. Objective of the Research	3
D. Significance of the Research	3
E. Scope of The Research	4
F. Definition of Term	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Previous Related Research Findings	5
B. Some Partinent Ideas	7
1. Writing	7
a. Definition of Writing	7
b. Compenents of Writing	8
c. The Types of Writing	10
d. The Process of Writing	11
2. Narrative Text	14

a. Definition of Narrative Text	14
b. Generic Structure of Narrative Text.....	15
3. Clustering Technique	15
a. Definition of Clustering Technique	15
b. The Advantages of Using Clustering Technique	17
c. The Disadvantages of Using Clustering Technique.....	18
d. The Technique of Using Clustering Technique as follow	18
C. Theoretical Framework	19
D. Hypothesis.....	20
CHAPTER III RESEARCH METHOD	31
A. Research Method	21
B. Research Variable	22
C. Population and Sample	22
D. Instrument of the Research	23
E. Procedures of Collecting Data	23
F. Technique of Analyzing Data	24
CHAPTER IV FINDINGS AND DISCUSSION.....	31
A. Findings.....	31
B. Discussion	47
CHAPTER V CONCLUSION AND SUGGESTION.....	50
A. Conclusion	50
B. Suggestion.....	51
BIBLIOGRAPHY	52
APPENDICES	

LIST OF TABLES

Table 3.1. Design of the Research	21
Table 3.2. Assesing the component of writing through rubric	25
Table 3.3. The Classification Score for Test.....	29
Table 4.1. The Students' Pretest Score of Control Group	31
Table 4.2. The Students' Pretest Score of Eksperimental Group	32
Table 4.3. The Mean Scroe of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Pre-Test Control Group	33
Table 4.4. The Mean Score of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Pre-Test Eksperimental Group	34
Table 4.5. The Rate Precentage Score of the Students' Content in Pre-Test Eksperimental Group and Control Goup	35
Table 4.6. The Rate Precentage Score of the Students' Organization Pre-Test Eksperimental Group and Control Goup	35
Table 4.7. The Rate Precentage Score of the Students' Vocabulary Pre-Test Eksperimental Group and Control Goup	36
Table 4.8. The Rate Precentage Score of the Students' Grammar Pre-Test Eksperimental Group and Control Goup	37
Table 4.9. The Rate Precentage Score of the Students' Mechanic Pre-Test Eksperimental Group and Control Goup	37
Table 4.10. The Students' Posttest Score of Control Goup	38
Table 4.11. The Students' Posttest Score of Eksperimental Goup	39
Table 4.12 . The Mean Scrore of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Post-Test Control Group	39
Table 4.13. The Mean Score of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Post-Test Eksperimental Group	40
Table 4.14. The Rate Precentage Score of the Students' Content in Pos-Test Eksperimental Group and Control Goup	41
Table 4.15. The Rate Precentage Score of the Students' Organization	

in Pos-Test Eksperimental Group and Control Goup	42
Table 4.16. The Rate Precentage Score of the Students' Vocabulary	
in Pos-Test Eksperimental Group and Control Goup	42
Table 4.17. The Rate Precentage Score of the Students' Grammar	
in Pos-Test Eksperimental Group and Control Goup	43
Table 4.18. The Rate Precentage Score of the Students' Mechanic	
in Pos-Test Eksperimental Group and Control Goup	44
Table 4.19. The Paired Sample Statistic of Pretest in Ekperimental	
Group and Control Group	45
Table 4.20. The Paired Sample Test of Pretest in Ekperimental Group	
and Control Group	45
Table 4.21. The Paired Sample Statistic of Posttest in Ekperimental	
Group and Control Group	46
Table 4.22. The Paired Sample Test of Posttest in Ekperimental	
Group and Control Group	46

ABSTRACT

Rusni, 2019. Teaching Narrative Text Through Clustering Technique at The Second Grade Students' of Man Palopo. Thesis English Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo . supervised by: (1) Amalia Yahya, SE., M.Hum and (2) Andi Tenrisanna Syam, S.Pd., M.Pd

Keywords: *Narrative Text, Writing, Clustering Technique*

The objective of the research was to find out whether or not clustering technique improve students' writing on narrative text.

The researcher used a quasi experimental design. The sample of this research was the second grade students of MAN Palopo. The population of this research was all the second grade students of MAN Palopo. The technique of taking sample was purposive sampling technique. The students in MIA I class as the control group, whereas the students in MIA II class as the experimental group. Each class consisted of 25 students. The researcher gave the pretest and posttest to the students in experimental and control groups. The instrument of the research was writing test. The data were analyzed by using inferential statistics SPSS 22.0 version.

Based on the calculation of the data, after using clustering technique on teaching writing. The mean score of posttest in experimental group and control group were different. The mean score of posttest in experimental class was 59.8 and the mean score of posttest in control class was 36.9. The Probability Value is higher than alpha (α) ($0.509 > 0.05$) which means that there is no significant difference in pretest of both groups. The result of posttest of both groups was the Probability Value is lower than alpha (α) ($0.000 < 0.05$) which means that there is significant difference in posttest of both groups. Thus, clustering technique was effective in teaching writing skill.

CHAPTER I

INTRODUCTION

A. Background

Writing English is a skill which so compulsory. So we have to study how to write something. Sometimes, we cannot express our ideas orally but we can do freely through writing. Writing is an activity to make a text.¹Writing is one of difficult subjects in learning English. So the teacher must create a good strategy in this subject to make the students can study easily. Beside, the kinds of text can also be important in teaching English in order to make the writing teaching successful.

Writing as way to communicate with others, to communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. When you write for others, it is crucial to know both your purpose for writing and the audience who will be reading your work².

The researcher did pre-observation to the teacher and students. One of problems faced by students MAN Palopo Grade XI MIA 1 is writing. Teacher said “there are some difficulties faced by students in writing, reading and vocabulary lack of vocabulary, and the lack of motivation to the students. The students said that the teacher less in giving motivation when learning process, the teacher less in giving exercises especially writing test, so the student board easily”.

¹Alice Oshima dan Ann Hogue, Introduction to Academic Writing. New York:Logman,1997.p.4

²John Langan, college writing skill with reading / seventh edition.p.15

As Sandra scary and john stated that clustering is another method of gathering ideas during the pre-writing stage. Clustering is very similar to brainstorming, except that when you cluster, you produce a visual map of your ideas rather than a list,³ This method is helpful for people to think in a visual way. We can use lines, boxes, arrows, and circle in implementing the clustering to show the ideas and details that exist in our mind.

In this research, the researcher wants to do research “Teaching Narrative Text through Clustering Technique at the Eleventh Grade Students of MAN Palopo. The researcher tries of clustering technique in the classroom activities in teaching narrative text.

B. Problem statement

Based on the background above, the researcher formulates a research question: Does Clustering technique improve students’ writing on narrative text?

C. Objective of the Research

The objective of the research is to find out whether or not clustering technique improve students’ writing on narrative text.

D. Significances of the Research

Practically, this result of the research is expected to provide beneficial information about clustering technique as a technique for teaching writing narrative text, and it is hope that they can be applied in teaching learning process; can be more interesting and effective. This research is expected to facilitate

³Sandra Scary, John scary, *The Writer’s Work Place With Reading*, (New York: Wadsword CENGAGE Learning), 2010, p. 10

students in generating their ideas before starting to write, or can be used as pre-writing strategy in order to make their easier in developing the idea in writing narrative text. This research is hoped to give new information as the source to further researcher in doing same and better research of the writing cases. Theoretically, this research supports the theory about clustering technique which is said it can improve writing ability.

E. Scope of the Research

The researcher focuses on narrative text by using clustering technique it will be assessed through writing rubric. By discipline, the researcher applied English language teaching. By an activity, the researcher employed clustering technique in teaching writing. By content, the researcher emphasized on writing narrative text which it was assessed through writing score rubric, namely: content, organization, vocabulary, grammar, and mechanics.

F. Definition of Term

1. Writing is a form of communication to deliver or to express language, emotion with signs and symbols.
2. Narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.
3. clustering is a process pre-writing in order to make easier in generating the idea that comes in our mind through the shape such arrow box, shape and

any other shape that can be classify the idea. It helps the students in arranging the idea properly.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Anisa (2018) conducted research under the title the effectiveness of clustering technique on students' writing ability of descriptive text. The objective of her research is to investigate the effectiveness of clustering technique on students' writing ability of descriptive text for the seventh grade students' of Mts Islamiyah ciputat. The population of the research was the seventh grade students' of Mts Islamiyah Ciputat. The researcher took of 42 students as sample. This research applied quantitative method and the research design is a quasi-experiment. This research stated that there is significant effect on students' writing ability of the descriptive text. The result of the research show that clustering technique was effective on students' writing ability of descriptive text. It was proved by the data that t_{value} (2.515) is higher than t_{table} (1.684) in the significance level of 0.05. it is considered that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. It is stated that there was significant effect on students' writing ability of descriptive text.¹

The differences between Anisa's research and this research are: Anisa focused on descriptive text. And this research focused on narrative text. The previous research implemented her research in junior high school. However, this research took place in senior high school. The similarities between Anisa's research and this research were the technique in teaching writing and the research

¹Anisa, *the effectiveness of clustering technique on students' writing ability of descriptive text*, (UIN Syarif Hidayatullah Jakarta, 2018)

design. The technique was clustering technique and the research design was quasi experimental.

Aryanti (2015) conducted the research under the title of the effectiveness of using clustering technique in teaching writing recount text. There were about 260 students' for the eighth grade which divided into eight class. There were 50 students as sample. The method used in this research was a quantities method and the research design was quasi experiment. The research stated that there was a positive effect of using clustering technique in students' writing recount text. The result of statistical hypothesis testing by using independent sample t-test found that on degree of signification 5% ($\alpha= 0.05$), t_{count} was 2.64 while t_{table} was 2.011 or $t_{\text{count}} > t_{\text{table}}$.²

The differences between Aryanti's research and this research were: Aryanti focused on recount text and this research focused on narrative text. The previous research implemented her research in junior high school. However, this research took place in senior high school. Both of the research estaught writing by using clustering technique and research design was quasi experiment.

Suheni (2011) conducted the research under the title the use of clustering technique to improve students' ability in writing analytical exposition. The population was the eleventh year students' of SMA 1 Weru Sukoharjo in academic year 2010/2011. There was 34 students as sample. The result of the research was the average of the pre-test was 54.4 and the post-test was 79.6. It can be inferred

²Rini Aryanti, the effectiveness of using clustering technique in teaching writing recount text, (UIN Syarif Hidayatullah Jakarta, 2015)

that the clustering technique is effective helping students' to generate ideas in writing analytical text.³

The differences between Suheni's research and this research was Suheni focused on analytical exposition and this research focused on narrative text. The similarity research is the technique in teaching writing. Both of the researchers taught writing by using clustering technique and conducted their research in senior high school.

B. Some Pertinent Ideas

1. Writing

a. Definition of Writing

Writing is one form of realization linguistic competence that are expressed in the form of written language (written), except in the form of spoken language (oral). Writing is one form of manifestation of the use of language as a medium of communication. In writing activities, the author as a resource is not in a situation of dealing face to face with readers as the target information. Therefore, if there is misunderstanding because readers misinterpreting the text, then the consequences could be fatal.⁴ Writing as a process of expressing ideas or thoughts in words should be done at our leisure.⁵ Writing is one of linguistic competences form which is expressed in written, beside in oral.⁶

³Aprilia Suheni, the use of clustering technique to improve students' ability in writing analytical exposition, (Universitas Negeri Semarang, 2011)

⁴Pardiono, *12 Writing Clues for Better Writing Competence* (Penerbit Andi: 2006), p. 1

⁵Leo Sutanto, *essay writing English for academic purpose*, ed. 1st; Yogyakarta: C. V. Andi Offest, 2007, p. 1.

⁶*Op.ci*

b. Components of Writing

In improving writing skill, there are five components of writing namely: content, organization, vocabulary, grammar, and mechanics.

a. Content

There are at least four things that can be measured in connecting with content, the composition should contain one central proposed only should have unity should have coherence and continuity, and should be adequate develop. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant:

1. Clear

The researcher must have a clear concept of what to convey to reader. The readers expect a clear picture of what the writer intends to describe them.

2. Specific

Furthermore, the content should be specific enough for the topic to be focused. Relevant ideas can guarantee that there will be no confusion in understanding the message.

b. Organization

The purpose of organizing material writing involves a coherence, order of important and general to specific, specific to general. Chronologically order of spatial orders pattern, when writing, the learners should arrange the writing chronologically. They should present their ideas based on the order of which happens from the beginning to the end.

c. Vocabulary

Vocabulary is one of component of writing to express ideas we always deal with vocabulary. The lack of the vocabulary makes some one fails to compose what they are going to say, because she/ he feels difficult to choose what appropriate will help the writers to compose that writing and also make readers easy to understand.

d. Grammar

Grammar in writing description and other from writing involves correct language and point of grammar. A adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than utter separate function and also grammar can help students improve the use of formal language.

e. Mechanics

There are at last to parts of mechanic in writing namely function and capitalization. Function is important as they way to clarity meaning. In English writing capital letter have to participles. First they used to distinguish between particular and thing. Second, it use us first word in quotations, a formal statements and proper adjectives, etc.⁷

The researcher focused on two component of writing that are: organization and grammar, where that component have correlation with recount text. In addition grammar and organization are important in writing because discuss about

⁷J.B Heaton, *Writing English Language Test (new edition)*. (Longman Inc. New York, 1998), p. 148

grammatical and structure in writing text or paragraph. Adequate grammar should be one that capable of producing good grammar.

c. The Types of Writing

Based on competencies standard and basic competencies recommended by the government, there some types of writing they are: procedure, descriptive, recount, narrative and exposition.

a. Procedure

A procedure is a piece of text that tells the reader or listener how to do something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

b. Descriptive

Descriptive presents the appearance of things that occupy space whether they are object, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.

c. Recount

Recount is a piece of text that retells past events, usually in the order which they happened. They aim of recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are: newspaper, reports, conversation, speeches, television interviews, etc.

d. Narrative

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This

construction include three describable layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The narrative text is type of written text that tells a story of one character or more how face certain situation. It is to present a view of the world that entertains or informs the reader or listener types of writing.⁸

e. Exposition

Exposition is the text that content an argument, point of views; a problem or particular thing.⁹ From the five types of writing the researcher focused on the recount text.

d. The Process of Writing

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.¹⁰

a. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

⁸Endang Susilawati, *Improving Writing Ability In Writing Descriptive Text By Using Clustering Technique At The Second Grade students Of SMAN 2 Belopa*, (Palopo : STAIN Palopo,2014),p.17-18.

⁹PardiyonoM.Pd, *12 Writing Clues for Better Writing Competenc*,Penerbit Andi. p. 163

¹⁰Farid Helmi, *Improving Students Writing Recount Text By Using Personal Letters*, (Semarang: Walisongo state institute for Islamic studies, 2012), p. 16-18

1. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.

2. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to other. The topic is positioned in the center of blank as a core circle, while the ideas are spread around. There are the steps of clustering process:

- Write our topic in the center of a blank piece of paper and draw a circle around it.
- Write any ideas that come into our mind about the topic in circles around the main circle.
- Connect those ideas to the center word with a line.
- Think about each of our new ideas, and then connect them.
- Repeat this process until you run out of ideas.

b. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide.

As we write, remember to:

- Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

- Stick the topic does not include information that does not directly support the main idea.
- Arrange the sentences so that the other ideas make sense.
- Use signal words to help the reader understand how the ideas in your paragraph are connected.

c. Revising

The last steps is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy.

So, in this steps we can enrich our writing content with add new sentence to support others ideas, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- Add new ideas to support the topic.
- Cross out sentences that do not support the topic.
- Change the order of the sentences.
- Using the following checklist to revise your paragraph.
- Make sure you a topic sentence.
- Cross out sentences that do not relate to the main idea.
- Check to see if the sentences are in the right order.
- Add new ideas if they support the topic sentences.
- Make sure you have included signal words to help guide the rider.

- Check the punctuation, spelling, and grammar.

2. Narrative text

a. Definition of narrative texts

According to Anderson, narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy and Permana and Zuhri state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative text is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative text are aimed to entertain the readers.

According to Ayres, narrative text is a form of discourse that has been fixed by writing. Meanwhile, Parera states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be

enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

b. Generic Structure of Narrative Texts

Derewianka states that the steps for constructing narrative text:

- Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character (s) and often servers to (temporally) toward them, for reaching their goal. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.
- Resolution
In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

3. Clustering Technique

a. Definition of Clustering Technique

Sometimes people getting confuse how to develop their idea and what they know about the topic before their star to write. Therefore, people have to know

about to write well. In order to get a good result of their writing. In the writing process there are some steps that will bring us to be a good writer and to produce a good writing. One of the steps is pre-writing process. This step is one of important process to produce a good writing. Because, this process helps the writer to generate the ideas before starting to write. There are many technique that can be implemented in the process of pre-writing. One of the technique is clustering technique.

As Scary and John stated that, “clustering is another method of gathering ideas during the pre-writing stage. Clustering is very similar to brainstorming, except that when you cluster, you produce a visual map of your ideas rather than a list,”¹¹ This method is helpful for people to think in a visual way. We can use lines, boxes, arrows, and circle in implementing the clustering to show the ideas and details that exist in our mind.

Meanwhile, Gabriel Rico argues that “clustering is a generative, open-ended, non-linear, visual structuring of ideas, events, and feeling. It’s way of mapping and interior landscape and it begins to emerge.”¹² It means clustering is a way for generating the ideas based on beginning knowledge of how two ideas of our brain process what we know.

From the definitions above, it can be stated that clustering is a process pre-writing in order to make easier in generating the idea that comes in our mind

¹¹Sandra Scary, John scary, *The Writer’s Work Place With Reading*, (New York: Wadsworth CENGAGE Learning), 2010, p. 10

¹²Gabriel Rico in Sabarun ,the effect of clustering technique on writing expository essay of EFL students, *journal on English as foreign language*, 2013, p. 11.

through the shape such arrow box, shape and any other shape that can be classify the idea. It helps the students in arranging the idea properly.

b. The Advantages of Using Clustering Technique

There are some advantages of using clustering technique toward student's writing ability. As Sabarun states that "there are advantages of using clustering technique."¹³

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

¹³ Ibid.,

c. Disadvantages of Using Clustering Technique

As Meisuri stated there are some disadvantages of using clustering technique on students' writing ability as follow;

- The clustering technique is not a good technique when it used to write essay writing which has long paragraph;
- The writing technique sometimes make the learner are confused how to use it because the learner confuse how to start to write.
- The technique of using clustering

d. The technique of using clustering technique as follow:

Step 1: teacher explain about narrative text, including the kinds of narrative, schematic structure, and linguistic feature.

Step 2: intruduce the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate ideas when they started to write.

Step 3: teacher gives the students topic to to discuss and leading students to generate ideas in from clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students do not have to worry in generating ideas; it is free for them to organize their ideas as long as related to the topic given.

Step 4: ask students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students

have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.

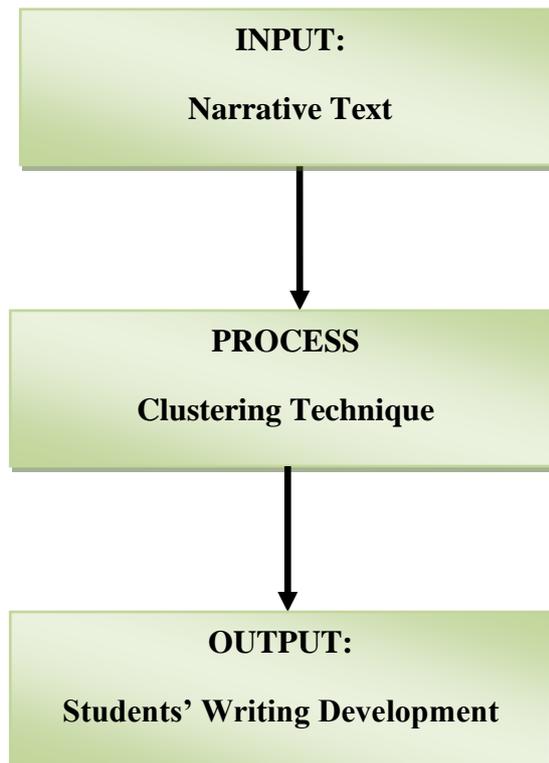
C. Conceptual Framework

The researcher applied pre-experimental design which aimed to find out whether or not there is signification difference from students' input in narrative text before and after treatment. In the process the researcher will give treatment by using clustering technique.

- The researcher explained about narrative text, including the kinds of narrative, schematic structure, and linguistic features.
- The researcher introduced the concept of clustering technique to the students. Then,
- The researcher gave the students topic to discuss and to generate ideas in from of clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students do not have to worry in generating ideas: it is free for them to organize their ideas their ideas as long as related to the topic given.
- The researcher asked the students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students write narrative by using clustering technique easily. Next, the researcher also guidedthe students when they start writing the first draft on their writing.

The output was the result of the treatment applied namely the students' writing development.

The conceptual framework of this research can be illustrated diagrammatically as follows



D. Hypothesis

Based on the literature that has been explained before, the researcher puts forward hypothesis of the research as follow:

1. Null hypothesis: the clustering technique does not improve students' writing ability on narrative text.
2. Alternative hypothesis: the clustering technique improves students' writing ability on narrative text.

CHAPTER III
RESEARCH METHOD

A. Research Method

In this research, the researcher applied the quasi experimental design. According to Gay, Mills, and Airasian (2006) in quasi experimental research, the researcher has to agree to keep the students in existing classroom while doing the researcher.¹ Two classes become samples in this research. Where, one is called the experimental class, while another is the control class. Both of the classes were given a pre-test and a post-test. Experimental class was taught by using clustering technique. However the materials teach to each group was similar.² It was used to measure the effectiveness from students' input in writing after treatment. The design can be figured out as follow:

Table 3.1
Design of the Research

Group	Pretest	treatment	posttes
Experiment	O ₁	X	O ₃
Control	O ₂	-	O ₄

Where:

X = Treatment

¹ L.R. Gay, Geoffrey Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Aplication*: Sixth Edition,(New Jersey:Prentice Hall Inc.,2000). p.367

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluation Quantitative and Qualitative Research*: Third Education. (New Jersey: Pearson Education International, 2008). p. 313-314

O_1 = pretest value of experimental group

O_2 = pretest value of control group

O_3 = posttest value of experimental group

O_4 = posttest value of control group³

B. Research Variable

There were two variables in this research: the independent and the dependent variables. Independent variable of this research was the use of clustering technique. Meanwhile, dependent variable of this research was students' writing skill.

C. Population and Sample

1. Population

The population of this research was the second grade students of MAN Palopo. It consists of eight classes and each class consisted of 20 students. The total number of the students were 200 students.

2. Sample

The samples of the research were class MIA1 and MIA2 that consisted of 20 students. The sampling was chosen by using purposive sampling that include students who were judged by the researcher had particular key characteristics which were related to purpose of the research and the researcher believed that they could be a representative sample. The basis for choosing the sample was similarity in number of students and their average scores.

³ John W. Creswell, *Ibid*, p.310

D. Instrument of the Research

The data were collected by using writing test. The researcher used writing test to measure the student ability to write narrative paragraph before and after giving treatments. Writing test involved general components. The researcher gave pretest and posttest to every student i.e. make simple short story with the topic about fairy story.

E. Procedures of Collecting Data

The data were collected by using the procedures as follow:

1. Pre-test

The researcher gave the pre-test to the students to know their previous comprehension in writing before giving treatment. It ran 60 minutes.

2. Treatment

The treatments were held for four meetings. The steps on teaching narrative text by using clustering technique were described as follows:

- The researcher explained about narrative text, including the kinds of narrative, schematic structure, and linguistic features.
- The researcher introduced the concept of clustering technique to the students. Then, the researcher told them that clustering technique would help them generate ideas when they started writing.
- The researcher gave the students topic to discuss and to generate ideas in from of clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. The

students did not have to worry in generating ideas: it was free for them to organize their ideas their ideas as long as related to the topic given.

- The researcher asked the students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that the students started writing by using clustering technique easily. Next, the researcher also guided the students when they started writing the first draft on their writing.

3. Post-test

The students were given a test after they had been treated. This test intended to know whether the students got different achievement or not in writing after giving the treatment. The researcher asked the students to make a simple story about fairy story.

F. Technique of Analyzing Data

The data collected from the pretest and posttest were analyzed quantitatively by using inferential statistics. The steps on analyzing the data were described as follows:

1. Scoring the students' writing by using rubric for evaluating writing. The assessment criteria explained by J.B Heaton as follow:⁴

Table 3.2.

Assessing the Component of Writing through Scoring Rubrics

a. Content

No	Score	Classification	Criteria
1	27-30	Very good	Clear, focused and interesting detail, complicate, rich. Well focus, main idea stand out, secondary ideas do not usurp to much attention.
2	23-26	Good	Clear and focused, event though the overall result may not be especially captivating. Support is attempt but it may be limited or obvious, insubstantial too general.
3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.
4	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5	5-8	Very poor	Not organization, not enough to evaluate because not meaningful.

⁴J. B Heaton, *Writing English Text* ,(New York: Longman,1998),p. 146

b. Organization

No	Score	Classification	Criteria
1	18-20	very good	Effective words, choice and usage, specific and accurate.
2	14-17	Good	Adequate range occasional error of word/ idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair	Is quite clear, some words may lack precision,. The writer struggle with eliminated vocabulary grouping for words.
4	7-9	Poor	Many errors of words/ idiom, choise and usage. Languagee is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetition, often word simply do not feat the text, verbs are weak and view in number: is, are, were, dominated.
5	5-6	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

c. Vocabulary

No	Score	Classification	Criteria
1	18-20	Very good	Effective words, choice and usage, specific and accurate.
2	15-17	Good	Adequate range occasional error of word/ idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words many lack precision.
3	12-14	Fair	The writer struggle with limited vocabulary, grouping for words.
4	9-11	Poor	Many errors of words/ idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetition, often word simply do not feat the text, verbs are weak and view in number: is, are, were, dominated.
5	5-8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

d. Grammar

No	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction few error of aggrement, tense, number, word order/ function, pronouns, preposition.
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/ function, pronouns, preposition, and or fragment. Does not communication.
4	9-15	Poor	Dominated by error og grammar, can not be understood and evaluated.
5	5-8	Very poor	Virtually no mastery of sentence construction rules.

e. Mechanic

No	Score	Classification	Criteria
1	5	Very good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few error of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Manny errors of spelling, punctuation, capitalization.
5	1	Very poor	Illegible writing.

2. Classifying the students' pretest and posttest score into the following scale:

Table 3.3.

The Classification Score for Test

A	18 – 20	Excellent
B	16 – 17	Verry Good
C	12 – 15	Good
D	8 – 11	Pass
F	5 – 7	Weak
G	0 – 4	Very Poor

(J.B Heaton, 1975, p. 145)

3. Calculating the mean score, finding out the standard deviation of the pretest and posttest, computing the frequency and the rate percentage of

the students' scores and testing the hypothesis of the significant difference between the means of two groups on some independent variable by calculating the value of the independent t-test uses SPSS version 22.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher got the data in the form of score. The score were derived from the test. There were pretest and posttest. The researcher will discuss the finding the students' vocabulary between the experimental group were given the treatment and control group were not given the treatment. In the following description, it would be presented research findings. The score of students' pretest and posttest were collected. The researcher discussed the finding of the students' vocabulary between the experimental group were given the treatment and control group were not given the treatment.

1. Students' Pretest Score of Control Group and Experimental Group

First, the researcher would show the complete score of students' writing skill in write narrative paragraph about Snow White (content, organization, vocabulary, grammar, mechanic) in pre-test. It was tabulated by the following table:

Tabel 4.1
The Students' Pretest Score of Control Group

Responden	Content	Organization	Vocabulary	Grammar	Mechanic	Total Score
R1	8	7	8	10	1	34
R2	10	8	9	10	2	39
R3	9	7	10	11	2	39
R4	11	8	9	11	2	41
R5	10	7	10	10	2	39
R6	9	7	10	9	2	37
R7	10	8	10	11	1	40

R8	9	8	11	11	1	40
R9	10	8	9	10	1	38
R10	10	9	14	10	2	45
R11	10	8	10	10	2	40
R12	9	8	10	9	2	38
R13	10	9	11	10	2	42
R14	11	9	11	13	2	46
R15	10	9	10	10	2	41
R16	9	7	8	9	2	35
R17	9	8	8	9	2	36
R18	9	7	8	9	2	35
R19	9	7	7	8	2	33
R20	11	9	11	13	2	46
Total						784

Tabel 4.2

The Students' Pretest Score of Experimental Group

Responden	Content	Organization	Vocabulary	Grammar	Mechanic	Total Score
R1	8	7	9	9	2	35
R2	10	8	10	11	2	41
R3	9	7	10	10	2	38
R4	9	7	9	10	2	37
R5	9	7	9	9	2	36
R6	10	8	11	11	2	42
R7	9	7	10	11	1	38
R8	10	8	10	12	2	42
R9	10	8	10	11	2	41
R10	9	7	8	10	1	35
R11	9	7	10	10	2	38
R12	10	8	10	12	2	42
R13	11	9	11	13	2	46
R14	10	8	11	12	2	43
R15	10	8	10	11	2	41
R16	8	7	8	10	1	34
R17	10	7	9	10	2	38
R18	11	9	11	13	3	47
R19	10	7	10	11	2	40
R20	10	8	11	13	2	44
Total						798

Table 4.3.
The Mean Score of Students' in Content, Organization, Vocabulary,
Grammar, Mechanic of Pre-test Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Content_Pretest	20	8,00	11,00	9,6500	,81273
Organization_Pretest	20	7,00	9,00	7,9000	,78807
Vocabulary_Pretest	20	7,00	14,00	9,7000	1,55935
Grammar_Pretest	20	8,00	13,00	10,1500	1,26803
Mechanic_Pretest	20	1,00	2,00	1,8000	,41039
Valid N (listwise)	20				

Based on the Table 4.2, it showed that the lowest score of students in content was 8 and the highest score was 11. The students also indicated that the mean score of students' in content assessment of pre-test was 9,6500. The lowest score of students in organization was 7 and the highest score was 9. The mean score of students' in organization assessment of pre-test was 7,9000. The lowest score of students in vocabulary was 7 and the highest score was 14. The mean score of students' in vocabulary assessment of pre-test was 9,7000. The lowest score of students in grammar was 8 and the highest score was 13. The mean score of students' in grammar assessment of pre-test was 10,1500. The lowest score of students in mechanic was 1 and the highest score was 2. The mean score of students' in mechanic assessment of pre-test was 1,8000.

Table 4.4.
The Mean Score of Students' in Content, Organization, Vocabulary,
Grammar, Mechanic of Pre-test Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Content_Pretest	20	8,00	11,00	9,6000	,82078
Organization_Pretest	20	7,00	9,00	7,6000	,68056
Vocabulary_Pretest	20	8,00	11,00	9,8500	,93330
Grammar_Pretest	20	9,00	13,00	10,9500	1,23438
Mechanic_Pretest	20	1,00	3,00	1,9000	,44721
Valid N (listwise)	20				

Based on the Table 4.4, it showed that the lowest score of students in content was 8 and the highest score was 11. The students also indicated that the mean score of students' in content assessment of pre-test was 9,6000. The lowest score of students in organization was 7 and the highest score was 9. The mean score of students' in organization assessment of pre-test was 7,6000. The lowest score of students in vocabulary was 8 and the highest score was 11. The mean score of students' in vocabulary assessment of pre-test was 9,8500. The lowest score of students in grammar was 9 and the highest score was 13. The mean score of students' in grammar assessment of pre-test was 10,9500. The lowest score of students in mechanic was 1 and the highest score was 3. The mean score of students' in mechanic assessment of pre-test was 1,9000.

Table 4.5
The Rate Percentage Scores of the Students` Content in Pre-test of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	0	0%	0	0%
3	Good	12-15	0	0%	0	0%
4	Pass	8-11	20	100%	20	100%
5	Weak	5-7	0	0,%	0	0%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.5 showed that the data of students' content pretest in experimental and control group. The data pretest of experimental group were 20 students (100%) in pass classification. While the the data pretest of control group were 20 students (100%) in pass classification, and none students of both group are classified in excellent, very good, good, weak, and very poor.

Table 4.6
The Rate Percentage Scores of the Students` Organization in Pre-test of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	0	0%	0	0%
3	Good	12-15	0	0%	0	0%
4	Pass	8-11	10	50%	13	65%
5	Weak	5-7	10	50,%	7	35%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.6 showed that the data of students' organization pretest in experimental and control group. The data pretest of experimental group were 10

students (50%) in pass classification, and 10 students (50%) in weak classification. While the the data pretest of control group were 13 students (65%) in pass classification, 7 students (35%) in weak classification, , and none students of both group are classified in excellent, very good, good, and very poor.

Table 4.7
The Rate Percentage Scores of the Students` Vocabulary in Pre-test of Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	0	0%	0	0%
3	Good	12-15	0	0%	1	5%
4	Pass	8-11	20	100%	18	90%
5	Weak	5-7	0	0%	1	5%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.7 showed that the data of students' vocabulary pretest in experimental and control group. The data pretest of experimental group were 20 students (100%) in pass classification. and none students of both group are classified in excellent, very good, good, weak, and very poor. While the the data pretest of control group were: 1 student (5%) in good classification, 18 students (90%) in pass classification, 1 student (5%) in weak classification, and none students are classified in excellent, very good, and very poor.

Table 4.8
The Rate Percentage Scores of the Students` Grammar in Pre-test of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	0	0%	0	0%
3	Good	12-15	6	30%	2	10%
4	Pass	8-11	14	70%	18	90%
5	Weak	5-7	0	0,%	0	0%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.8 showed that the data of students' grammar pretest in experimental and control group. The data pretest of experimental group; there were 6 students (30%) in good classification, 14 students (70%) in pass classification. While the the data pretest of control group were 2 students (10%) in good classification, 18 students (90%) in pass classification, and none students of both group are classified in excellent, very good, weak, and very poor.

Table 4.9
The Rate Percentage Scores of the Students` Mechanic in Pre-test of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	0	0%	0	0%
3	Good	12-15	0	0%	0	0%
4	Pass	8-11	0	0%	0	0%
5	Weak	5-7	0	0,%	0	0%
6	Very Poor	0-4	20	100%	20	100%
Total			20	100%	20	100%

Table 4.9 showed that the data of students' mechanic pretest in experimental and control group. The data pretest of experimental group were 20 students (100%) in very poor classification. While the the data pretest of control

group were 20 students (100%) in very poor classification, and none student in both groups were classified excellent, very good, good, and weak.

2. Students' Posttest Score of Control Group and Experimental Group

Second, the researcher would show the complete score of students' writing skill in write narrative paragraph about Pinokio (content, organization, vocabulary, grammar, mechanic) in post-test. It was tabulated by the following table:

Tabel 4.10
The Students' Posttest Score of Control Group

Responden	Content	Organization	Vocabulary	Grammar	Mechanic	Total Sore
R1	10	8	10	11	2	41
R2	5	5	5	5	1	21
R3	5	5	5	5	1	21
R4	8	6	8	8	1	31
R5	5	5	5	5	1	21
R6	10	8	10	11	2	41
R7	11	9	11	14	3	48
R8	9	8	10	11	2	40
R9	10	8	11	12	2	43
R10	10	8	10	11	2	41
R11	9	8	10	11	2	40
R12	8	7	7	10	2	34
R13	11	9	11	13	3	47
R14	9	7	9	10	2	37
R15	11	9	11	14	3	48
R16	9	7	9	10	2	37
R17	11	8	10	12	2	43
R18	10	9	10	11	2	42
R19	6	5	5	9	2	27
R20	9	7	8	9	2	35
Total						738

Tabel 4.11
The Students' Posttest Score of Control Group

Responden	Content	Organization	Vocabulary	Grammar	Mechanic	Total Score
R1	12	12	8	19	3	54
R2	11	12	15	15	3	56
R3	11	11	12	14	3	51
R4	14	16	16	20	4	70
R5	14	10	14	20	2	60
R6	13	17	17	20	4	71
R7	10	12	9	20	3	54
R8	13	15	14	16	3	61
R9	11	15	10	18	3	57
R10	11	14	17	15	4	61
R11	10	12	10	16	4	52
R12	11	13	17	20	2	63
R13	10	14	17	16	2	59
R14	9	16	8	15	3	51
R15	9	11	17	19	3	59
R16	9	15	12	19	2	57
R17	10	10	12	17	3	52
R18	14	16	17	20	4	71
R19	14	15	17	20	3	69
R20	13	14	17	20	4	68
Total						1196

Table 4.12
**The Mean Score of Students' in Content, Organization, Vocabulary,
Grammar, Mechanic of Posttest Control Group**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Posttest	20	5,00	11,00	8,8000	2,04167
Organization_Posttest	20	5,00	9,00	7,3000	1,41793
Vocabulary_Posttest	20	5,00	11,00	8,7500	2,19749
Grammar_Posttest	20	5,00	14,00	10,1000	2,67346
Mechanic_Posttest	20	1,00	3,00	1,9500	,60481
Valid N (listwise)	20				

Based on the Table 4.12, it showed that the lowest score of students in content was 5 and the highest score was 11. The students also indicated that the mean score of students' in content assessment of pre-test was 8,8000. The lowest score of students in organization was 5 and the highest score was 9. The mean score of students' in organization assessment of pre-test was 7,3000. The lowest score of students in vocabulary was 5 and the highest score was 11. The mean score of students' in vocabulary assessment of pre-test was 8,7500. The lowest score of students in grammar was 5 and the highest score was 14. The mean score of students' in grammar assessment of pre-test was 10,1000. The lowest score of students in mechanic was 1 and the highest score was 3. The mean score of students' in mechanic assessment of pre-test was 1,9500.

Table 4.13
The Mean Score of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Posttest Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Posttest	20	9,00	14,00	11,4500	1,79106
Organization_Posttest	20	10,00	17,00	13,5000	2,13985
Vocabulary_Posttest	20	8,00	17,00	13,8000	3,38106
Grammar_Posttest	20	14,00	20,00	17,9500	2,18789
Mechanic_Posttest	20	2,00	4,00	3,1000	,71818
Valid N (listwise)	20				

Based on the Table 4.13, it showed that the lowest score of students in content was 9 and the highest score was 14. The students also indicated that the mean score of students' in content assessment of pre-test was 11,4500. The lowest score of students in organization was 10 and the highest score was 17. The mean

score of students' in organization assessment of pre-test was 13,5000. The lowest score of students in vocabulary was 8 and the highest score was 17. The mean score of students' in vocabulary assessment of pre-test was 13,8000. The lowest score of students in grammar was 14 and the highest score was 20. The mean score of students' in grammar assessment of pre-test was 17,9500. The lowest score of students in mechanic was 2 and the highest score was 4. The mean score of students' in mechanic assessment of pre-test was 3,1000.

Table 4.14
The Rate Percentage Scores of the Students` Content in Posttest of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	0	0%	0	0%
3	Good	12-15	8	40%	0	0%
4	Pass	8-11	12	60%	16	80%
5	Weak	5-7	0	0%	4	20%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.5 showed that the data of students' content posttest in experimental and control group. The data pretest of experimental group were 8students (40%) in good classification, 12 students (60%) in pass classification. While the the data posttest of control group were 16 students (80%) in pass classification, 4 students (20%) in weak classification , and none students of both group are classified in excellent, very good, and very poor.

Table 4.15
The Rate Percentage Scores of the Students` Organization in Posttest of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	4	20%	0	0%
3	Good	12-15	12	60%	0	0%
4	Pass	8-11	4	20%	11	55%
5	Weak	5-7	0	0%	9	45%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.15 showed that the data of students' organization posttest in experimental and control group. The data pretest of experimental group were 4 students (20%) in very good classification, 12 students (60%) in good classification and 4 students (20%) in pass classification. While the the data posttest of control group were 11 students (55%) in pass classification, 9 students (45%) in weak classification, and none student in both groups were classified as excellent, and very poor.

Table 4.16
The Rate Percentage Scores of the Students` Vocabulary in Posttest of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	9	45%	0	0%
3	Good	12-15	6	30%	0	0%
4	Pass	8-11	5	25%	15	75%
5	Weak	5-7	0	0%	5	25%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.16 showed that the data of students' vocabulary posttest in experimental and control group. The data pretest of experimental group were 9 students (45%) in very good classification, 6 students (30%) in good classification, 5 students (25%) in pass classification. While the the data posttest of control group were 15 students (75%) in pass classification, 5 students (25%) in weak classification, and none student were classified as excellent, and very poor.

Table 4.17
The Rate Percentage Scores of the Students` Grammar in Posttest of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	12	60%	0	0%
2	Very Good	16-17	4	20%	0	0%
3	Good	12-15	4	20%	5	25%
4	Pass	8-11	0	0%	12	60%
5	Weak	5-7	0	0%	3	15%
6	Very Poor	0-4	0	0%	0	0%
Total			20	100%	20	100%

Table 4.17 showed that the data of students' grammar posttest in experimental and control group. The data pretest of experimental group were 12 students (60%) in excellent classification, 4 students (20%) in very good classification, 4 students (20%) in good classification. While the the data posttest of control group were 5students (25%) in good classification, 12 students (60%) in pass classification, 3 students (15%) in weak classification and none student in both groups were classified as very poor.

Table 4.18
The Rate Percentage Scores of the Students` Mechanic in Posttest of
Experimental Group and Control Grop

No	Classification	Score	Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	18-20	0	0%	0	0%
2	Very Good	16-17	0	0%	0	0%
3	Good	12-15	0	0%	0	0%
4	Pass	8-11	0	0%	0	0%
5	Weak	5-7	0	0%	0	0%
6	Very Poor	0-4	20	100%	20	100%
Total			20	100%	20	100%

Table 4.9 showed that the data of students' mechanic posttest in experimental and control group. The data pretest of experimental group were 20 students (100%) in very poor classification. While the the data posttest of control group were 20 students (100%) in very poor classification, and none student in both group were classified as excellent, very good, good, and weak.

3. Inferential Analysis

a. Test of significance (t-teat)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for paired sample test,that is, a test to know the the significant difference between the result of students' score in pretest and posttest in control group and experimental group. the level of significance (0.05) with degrees of fredom (df) = $n_1 + n_2 - 2$, where n = number of subject (20). The following table shows the result of the calculation.

Table 4.19.
Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest_Control	39,2000	20	3,70774	,82908
Pretest_Experimental	39,9000	20	3,64042	,81402

The table 4.19 described the statistical result of the experimental and control group. From the group of the table above, N was the total of the subject data which was 20 from group experimental group and 20 from control group. It could be seen that between pretest of experimental and control group is significantly different. The mean that acquired by the experimental group was 39,9000 while the mean score of control group was 39,2000. Further the statistical hypothesis of the research was described in the table below:

Table 4.20.
The Paired Sample Test of Pretest in Experimental Group and Control Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Control - Pretest_Experimental	-,70000	4,64645	1,03898	-2,87460	1,47460	-,674	19	,509

Based on the result of data analysis as summarized in Table 4.20 above in pretest of control and experimental group, the researcher found that the Probability Value is higher than alpha (α) ($0.509 > 0.05$) which means that there is no

significant difference in pretest of both groups, while the P-value of posttest can be seen in Table 4.22.

Table 4.21 .
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest_Control	36,9000	20	8,65052	1,93432
Posttest_Experimental	59,8000	20	7,86464	1,75859

The table 4.21 described the statistical result of the posttest experimental and control group. From the group of the table above, N was the total of the subject data which was 20 from experimental group and 20 from control group. It could be seen that between posttest of experimental and control group is significantly different. The mean that acquired by the experimental group was 59,8000 while the mean score of control group was 36,9000. Further the statistical hypothesis of the research was described in the table below:

Table 4.22.
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest_Control - Posttest_Experimental	-22,90000	12,17806	2,72310	-28,59951	-17,20049	-8,410	19	,000

Based on the result of data analysis as summarized in Table 4.20 above in pretest of control and experimental group, the researcher found that the Probability Value is lower than alpha (α) ($0.000 < 0.05$) which means that there is significant

difference in posttest of both groups. Thus, clustering technique was effective in teaching writing skill.

B. Discussion

Based on the findings above, the result of pretest before clustering technique was implemented was lower than after clustering technique was implemented. After getting the treatment and posttest, it was found that there were significant differences between the experimental group and control group. It can be seen from table 1.8 that Sig. (2-tailed) the score was 0,000 smaller than 0,05. Therefore, it could be seen that $p < \alpha$ ($0,001 < 0,05$) which means H_0 is rejected and H_1 is accepted. It means, using clustering technique is effective to teach writing skill.

Based on the finding of the research, it was found that the students who were taught by using clustering technique was effective in teaching writing. It was proven by the mean score between experimental and control group increased. Rinansyah (2012) used clustering as the technique in teaching writing. Writing among students takes less attention to the process of its activities. They tend to be desperation, talking along process and unorganized result. Clustering technique was designed to overcome students' difficulties in writing. Based on the two studies above, the researcher might conclude that clustering technique was not only used to teach the students' in writing but also applied to solve the students' problem in making narrative text. DePorter & Hermansyah (2012:2) assert "clustering is the way to classify the ideas and share into and piece of paper by making the connection with the core of the idea." Referring to the statement, it

could be said that clustering is powerful tool in fre writing to generate the ideas from mind. It is a good way to develop idea before starting the writing activity. Anisa, Aryanti and Suheni also found that clustering technique was effective on students' writing ability of descriptive text, recount text and analytical text.

In collecting data, the researcher did some procedures, the procedures as follow: students were given a pretest to determine their ability in writing about narrative text.. After that they were given treatment as a writing learning process through clustering technique.. In the pretst, the researcher asked the students to write teh story about Snow White. The researcher had prepared the piece of paper that devided to students. In the posttest, the researcher gave test writing which had different story with pretest. the story in posttest was about Pinokio. The researcher ask the students to write the story about Pinokio. Posttest done after giving four times the treatment to the students to get knows the score in posttest and increase students' writing ability. It was found that the students' posttest achieve adequate classification.

There are some advantages of using clustering technique toward student's writing ability. As Sabarun states that "there are advantages of using clustering technique."¹

- Clustering technique built the writer's idea and generate it into a boxes arrow, shape ,and much more.
- Clustering is a technique pre-writing to collect the ideas before starting to write the topic that will be developed third.

¹ Ibid.,

- Clustering is a technique for drawing and using the raw materials of one's experience and giving them a tentative shape. In short, it is a discovery process.
- Clustering is an easy way to generate the idea into a paragraph.
- Clustering is a simple way to associate the ideas. Even its use unlike with a traditional way but seems an effective way. To help the students in generating the idea especially for the students who are a kinesthetic learner.
- Clustering is the way to organizing the information and generating the idea is useful in process of writing. Meanwhile, clustering build the connection between the student's experience and new information.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher found that there is a significant effect of clustering technique in teaching writing. In other word, using Clustering technique is effective in teaching writing. After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follow: there was a significant influence of using Clustering technique is effective in teaching writing. Because by seeing the result of the data analysis in previous chapter where null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted, it means that the researcher's assumption is true, that is, Clustering technique is effective in teaching writing. It was supported by the scores achieved by the students in which they got high score after the researcher gave the treatment Clustering technique is as technique in teaching writing. The significant can be seen from sig (2-tailed) Paired sample t-test table where sig (2-tailed) is 0,000. It is lower than $\alpha = 0,05$ and it mean H_0 is rejected and H_1 is accepted. It can be revealed from the hypothesis test, where alternative hypothesis is accepted and null hypothesis is rejected. In other words, there is a significant influence of using Clustering technique is effective in teaching writing at the second grade students of MAN Palopo.

B. Suggestion

There is some suggestion from the researcher for the teacher, students, and further research follow:

1. For the teacher

For teacher should realize that the technique used in the teaching and learning is an important thing that can improve students' motivation in learning. Therefore, the teachers are recommended to use clustering technique in teaching narrative text in order to make students easier generate the idea on writing something.

2. For students

Writing is difficult skill to learn. Therefore, it is suggested to use the alternative way to help students in generating their idea such clustering technique because the effectiveness of using clustering technique to generate the idea on writing narrative has been evidenced.

3. For further researcher

For the further researchers who needed to conduct the similar topic, the the researcher suggested to futher researcher investigate another type of text such narrative and recount, because the write only focuses on the narrative text. Moreover, it is also useful to further researcher to conduct the research with the bigger data in order to know whether the clustering is appropriate not if its used in the bigger population.

BIBLIOGRAPHY

- Airasian, Peter & L. R., Gay. (2000). *Educational Research: Competencies for Analysis and Application*. (6thed.). New Jersey: Merrill Publishing Company, Upper Saddle River.
- C. Stanley, Julian dan Donal T. Campbell. (1963). *Experimental and Quasi Experimental Designs for Research*, Houghton Mifflin Company: U.S.A.
- David, Nunan. (1992). *Research Method in Language Learning*, Cambridge University: New York.
- Heaton, J.B. (1998). *Writing English Language Test (new edition)*, Longman: New York.
- Helmi, Farid. (2012). *Improving Students Writing Recount Text By Using Personal Letters*, Semarang: Walisongo State Institute for Islamie Studies.
- Hogue, Ann dan Alice Oshima. (1997). *Introduction to Academic Writing*, Longman: New York.
- Hylland. 2004. *Genre and second language writing* ,The Universty of Miching: Miching.
- Langan, John. *College writing skill with reading, Seventh edition*.
- Pardiono M.Pd.(2006). *12 Writing Clues for Better Writing Competence*, Penerbit Andi.
- Rico gabriel in sabarun. (2013). The effect of clustering technique on writing expository essay of *EFL students*, *Journal on English as foreign language*.
- Scary, John dan Sandra Scary. (2010). *The Writer's Work Place With Reading*, New York: Cengage Learning.
- Susilawati, Endang. (2014). *Improving Writing Ability In Writing Descriptive Text By Using Clustering Technique At The Second Grade students Of SMAN 2 Belopa*, STAIN Palopo: Palopo
- Sutanto, Leo. (2007). *Essay writing English for academic purpose*, ed. 1st, Yogyakarta: C.V. Andi.

Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Alokasi Waktu : 2 X 45 Menit

Topik Pembelajaran : Narrative text

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No.	KOMPETENSI DASAR	INDIKATOR
1.	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy storie sederhana sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif sederhana lisan dan tulis terkait fairy storie sederhana sesuai dengan konteks penggunaannya. 3.4.2 Menjelaskan isi teks naratif

		lisan dan tulis terkait fairy storie sederhana. dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.
2.	4.4 Menyajikan teks naratif pendek dan sederhana terkait fairy storie secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	4.4.1 Menyusun teks lisan untuk memaparkan, menanyakan, merespon terkait fairy storie sederhana sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

1. Mengidentifikasi makna, fungsi social, struktur teks dan unsur kebahasaan pada *teks naratif* sederhana lisan dan tulis tentang terkait fairy storie sederhana sesuai dengan konteks penggunaannya.
2. Menjelaskan isi teks naratif lisan dan tulis terkait fairy storie dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.

D. Materi Pembelajaran

Narrative text

1. The Understanding of Narrative Text

A narrative is a text that tells a story and, in doing so, entertains the audience.¹ Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).

¹ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

Materi :

Rapunzel

Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. "You have to eat a lot so that our children healthy!" said her husband. "I cannot eat any food" replied his wife.

The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. "Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die" the husband said. Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed.

When he got home, he gave the magic flower to his wife. Then his wife's illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about it.

The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, "Rapunzel let your hair down". She used her hair as a rope to climb the tall tower.

Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to sing. One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair.

The next day, the prince tried to climb the tower. She called Rapunzel. "Rapunzel let down your hair" he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to

escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he was blind.

The witch was very angry. She cut Rapunzel’s hair and discarded her into the faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel’s tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after.

E. Metode Pembelajaran

Scanning

Clustering technique

F. Sumber /Bahan/ Alat :

1. Sumber
 - Buku teks yang relevan (English in focus)
 - Teks narrative
 - Kamus
2. Alat dan Bahan
 - Lembar kerja siswa (LKS)

G. Kegiatan Pembelajaran

Pertemuan pertama (1)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa. ➤ Menyiapkan peserta didik siap untuk mengikuti pelajaran seperti mengecek daftar hadir dan pengelolaan kelas lainnya ➤ Sebelum masuk ke topic pelajaran dimulai dengan sedikit pemanasan seperti 	25 menit

	<p>me-review pelajaran sebelumnya.</p> <ul style="list-style-type: none"> ➤ Memberikan penjelasan terhadap tujuan pembelajaran kepada siswa yang hendak dicapai 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru memperkenalkan topic pelajaran sesuai dengan materi yang akan diajarkan ➤ Setelah itu guru akan menjelaskan kepada siswa tentang Narrative text dan Clustering technique ➤ Guru menuliskan contoh dari teks Naratif dan bagaimana cara menggunakan Clustering technique Guru memberikan contoh bagaimana cara mengaplikasikan reading Clustering technique to the students’. ➤ Guru memberikan sebuah judul topik bacaan <p>Menanya</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk memahami apa itu Clustering technique kemudian menanyakan hal-hal yang tidak dimengerti oleh siswa. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> ➤ Peneliti menjelaskan tentang narrative text termaksud jenis-jenis narrative text, struktur dan segi bahasa. ➤ Peneliti menjelaskan konsep clustering technique pada siswa. Kemudian peneliti menjelaskan pada siswa bahwa clustering 	90 menit

	<p>technique dapat membantu mereka menghasilkan ide-ide ketika mereka mulai menulis</p> <ul style="list-style-type: none"> ➤ Peneliti memberikan topik untuk di diskusikan dan untuk menghasilkan ide dalam bentuk clustering technique di papan tulis sebagai modal. peneliti menuliskan topik di tengah papan tulis dan melingkarinya menggunakan atau menggunakan bentuk lain untuk membuatnya lebih menarik, dan menuliskan kata kunci yang berhubungan dengan topik menggunakan garis atau tanda panah. Siswa tidak harus khawatir dalam mengembangkan ide, itu bebas untuk mereka untuk mengatur ide mereka sendiri selama itu berkaitan dengan topic. ➤ Peneliti meminta siswa untuk menuliskan naskah pertama berdasarkan desain dari clusreting technique yang telah di buat di papan tulis untuk mengetahui bahwa siswa telah mulai menulis menggunakan clustering technique dengan mudah. Selanjutnya, peneliti juga membimbing siswa ketika mereka mulai menulis naskah pertama mereka. <p>Menalar</p> <ul style="list-style-type: none"> ➤ Guru kemudian meminjta siswa untuk menuliskan naskah mereka yang sesuai dengan desain clustering technique yang ada di papan tulis ➤ siswa dan guru membahasnya secara 	
--	---	--

	<p>bersama-sama.</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk mengumpulkan tugas yang telah mereka buat sebelumnya. 	
Penutup	<ul style="list-style-type: none"> ➤ Guru kembali memastikan dengan menanyakan apakah siswa memahami topik yang telah dipelajari ➤ Siswa diminta untuk mengambil kesimpulan pelajaran tentang topik pada pertemuan ini ➤ Guru menutup proses pembelajaran dengan doa. 	20 menit

H. Penilaian

INDIKATOR	TEKNIK	BENTUK	INSTRUMEN
Memahami berbagai informasi dalam text	Tes Tulisan	ESSAY	<ul style="list-style-type: none"> • Writing text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Alokasi Waktu : 2 X 45 Menit
Topik Pembelajaran : Narrative text

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No.	KOMPETENSI DASAR	INDIKATOR
1.	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif sederhana lisan dan tulis terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya. 3.4.2 Menjelaskan isi teks naratif lisan dan tulis terkait cerita fairy storie sederhana. dengan memperhatikan tujuan

		komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.
2.	4.4 Menyajikan teks naratif pendek dan sederhana terkait cerita fairy storie secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	4.4.1 Menyusun teks lisan untuk memaparkan, menanyakan, merespon terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

1. Mengidentifikasi makna, fungsi social, struktur teks dan unsur kebahasaan pada *teks naratif* sederhana lisan dan tulis tentang terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.
2. Menjelaskan isi teks naratif lisan dan tulis terkait cerita fairy storie dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.

D.Materi Pembelajaran

Narrative text

1. The Understanding of Narrative Text

A narrative is a text that tells a story and, in doing so, entertains the audience.² Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).

Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

Materi :

² Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

Pinocchio

Pinocchio were a wooden puppet made by Geppeto, then a fairy gave him life and and Geppeto adopted him. Geppeto loved him so much, he sold his coat to buy books. One day Pinocchio went to school, suddenly he saw a puppet show and watched it until the end.

After the show, Pinocchio was given some gold coins by the owner. However, in the middle of the road there were evil fox and cat was eyeing the gold coins. They deceived Pinocchio and said they would double Pinocchio's money. Because he wanted to buy a new coat for his father so pinokio agreed. In the forest, Pinocchio was robbed and tied up on a tree and was rescued by a blue haired fairy. The next day,

Pinocchio went to school, on the way he met his friends and went to the amusement park. Pinocchio skipped school and played till drop. Suddenly, pinocchio turned into a donkey. there were witches in the amusement park who transform bad boys into donkeys for sale.

Geppeto looked for Pinocchio but his ship sunk into the whale's belly and trapped. The fairy told Pinocchio that his father was trapped, and Pinocchio escaped from the evil wizard and came into the whale's belly. He and his father made a bonfire so the whale sneezed and they went out safely. After it, his body which were made from wood turned into a boy.

E. Metode Pembelajaran

Scanning

Clustering technique

F. Sumber /Bahan/ Alat :

C. Sumber

- Buku teks yang relevan (English in focus)
- Teks narrative
- Kamus

D. Alat dan Bahan

- Lembar kerja siswa (LKS)

G. Kegiatan Pembelajaran

Pertemuan pertama (1)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa. ➤ Menyiapkan peserta didik siap untuk mengikuti pelajaran seperti mengecek daftar hadir dan pengelolaan kelas lainnya ➤ Sebelum masuk ke topic pelajaran dimulai dengan sedikit pemanasan seperti me-review pelajaran sebelumnya. ➤ Memberikan penjelasan terhadap tujuan pembelajaran kepada siswa yang hendak dicapai 	25 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru memperkenalkan topic pelajaran sesuai dengan materi yang akan diajarkan ➤ Setelah itu guru akan menjelaskan kepada siswa tentang Narrative text dan clustering technique ➤ Guru menuliskan contoh dari teks Naratif dan bagaimana cara menggunakan clustering technique Guru memberikan contoh bagaimana cara mengaplikasikan writing clustering technique to the students’. ➤ Guru memberikan sebuah judul topik bacaan <p>Menanya</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk memahami 	90 menit

apa itu clustering technique kemudian menanyakan hal-hal yang tidak dimengerti oleh siswa.

Mengumpulkan informasi

- Peneliti menjelaskan tentang narrative text termasuk jenis-jenis narrative text, struktur dan segi bahasa.
- Peneliti menjelaskan konsep clustering technique pada siswa. Kemudian peneliti menjelaskan pada siswa bahwa clustering technique dapat membantu mereka menghasilkan ide-ide ketika mereka mulai menulis
- Peneliti memberikan topik untuk di diskusikan dan untuk menghasilkan ide dalam bentuk clustering technique di papan tulis sebagai modal. Peneliti menuliskan topik di tengah papan tulis dan melingkarinya menggunakan atau menggunakan bentuk lain untuk membuatnya lebih menarik, dan menuliskan kata kunci yang berhubungan dengan topik menggunakan garis atau tanda panah. Siswa tidak harus khawatir dalam mengembangkan ide, itu bebas untuk mereka untuk mengatur ide mereka sendiri selama itu berkaitan dengan topic.
- Peneliti meminta siswa untuk menuliskan naskah pertama berdasarkan desain dari clustering technique yang telah di buat di papan tulis untuk mengetahui bahwa siswa telah mulai menulis menggunakan

	<p>clustering technique dengan mudah. Selanjutnya, peneliti juga membimbing siswa ketika mereka mulai menulis naskah pertama mereka.</p> <p>Menalar</p> <ul style="list-style-type: none"> ➤ Guru kemudian meminta siswa untuk menuliskan naskah mereka yang sesuai dengan desain clustering technique yang ada di papan tulis ➤ siswa dan guru membahasnya secara bersama-sama. ➤ Guru meminta siswa untuk mengumpulkan tugas yang telah mereka buat sebelumnya. 	
Penutup	<ul style="list-style-type: none"> ➤ Guru kembali memastikan dengan menanyakan apakah siswa memahami topik yang telah dipelajari ➤ Siswa diminta untuk mengambil kesimpulan pelajaran tentang topik pada pertemuan ini ➤ Guru menutup proses pembelajaran dengan doa. 	21 menit

H. Penilaian

INDIKATOR	TEKNIK	BENTUK	INSTRUMEN
Memahami berbagai informasi dalam text	Tes Tulisan	ESSAY	<ul style="list-style-type: none"> • Writing text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Alokasi Waktu : 2 X 45 Menit
Topik Pembelajaran : Narrative text

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No.	KOMPETENSI DASAR	INDIKATOR
1.	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif sederhana lisan dan tulis terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya. 3.4.2 Menjelaskan isi teks naratif lisan dan tulis terkait cerita fairy storie sederhana. dengan

		memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.
2.	4.4 Menyajikan teks naratif pendek dan sederhana terkait cerita fairy storie secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	4.4.1 Menyusun teks lisan untuk memaparkan, menanyakan, merespon terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

1. Mengidentifikasi makna, fungsi social, struktur teks dan unsur kebahasaan pada *teks naratif* sederhana lisan dan tulis tentang terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.
2. Menjelaskan isi teks naratif lisan dan tulis terkait cerita fairy storie dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.

D.Materi Pembelajaran

Narrative text

1. The Understanding of Narrative Text

A narrative is a text that tells a story and, in doing so, entertains the audience.³ Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).

Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

³ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

Materi :

Snow white

One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood fell down on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty. Suddenly the queen thought "If only I had a child whose skin were as white as snow and whose lips were as red as blood".

As the time went by, finally a queen gave birth of a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White. However, when Snow White was about teenager, the queen died because of an illness. After the queen's death, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

Everyday the queen stood in front of her magic mirror while asking "Who is the most beautiful woman in the land?" and the mirror always answered, "You are the most beautiful one of all." The new queen asked the same question everyday and the mirror always answered the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made the queen so angry that she gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had such a kind heart that he couldn't do the deed. He told her to run away. In her fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the little house and found it very untidy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily.

Unfortunately, The Queen discovered the place where Snow White was living and disguising herself as a witch. She then took a poisoned apple and set out for the Dwarfs

cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy at that time. The Prince took Snow White to his palace where they were married and lived happily ever after.

E. Metode Pembelajaran

Scanning

Clustering technique

F. Sumber /Bahan/ Alat :

C. Sumber

- Buku teks yang relevan (English in focus)
- Teks narrative
- Kamus

D. Alat dan Bahan

- Lembar kerja siswa (LKS)

G. Kegiatan Pembelajaran

Pertemuan pertama (1)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa. ➤ Menyiapkan peserta didik siap untuk mengikuti pelajaran seperti mengecek daftar hadir dan pengelolaan kelas lainnya ➤ Sebelum masuk ke topic pelajaran 	25 menit

	<p>dimulai dengan sedikit pemanasan seperti me-review pelajaran sebelumnya.</p> <ul style="list-style-type: none"> ➤ Memberikan penjelasan terhadap tujuan pembelajaran kepada siswa yang hendak dicapai 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ➤ Guru memperkenalkan topic pelajaran sesuai dengan materi yang akan diajarkan ➤ Setelah itu guru akan menjelaskan kepada siswa tentang Narrative text dan Clustering technique ➤ Guru menuliskan contoh dari teks Naratif dan bagaimana cara menggunakan Clustering technique Guru memberikan contoh bagaimana cara mengaplikasikan Wrting Clustering technique to the students’. ➤ Guru memberikan sebuah judul topik bacaan <p>Menanya</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk memahami apa itu Clustering technique kemudian menanyakan hal-hal yang tidak dimengerti oleh siswa. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> ➤ Peneliti menjelaskan tentang narrative text termaksud jenis-jenis narrative text, struktur dan segi bahasa. ➤ Peneliti menjelaskan konsep clustering technique pada siswa. Kemudian peneliti 	90 menit

	<p>menjelaskan pada siswa bahwa clustering technique dapat membantu mereka menghasilkan ide-ide ketika mereka mulai menulis</p> <ul style="list-style-type: none">➤ Peneliti memberikan topik untuk di diskusikan dan untuk menghasilkan ide dalam bentuk clustering technique di papan tulis sebagai modal. peneliti menuliskan topik di tengah papan tulis dan melingkarinya menggunakan atau menggunakan bentuk lain untuk membuatnya lebih menarik, dan menuliskan kata kunci yang berhubungan dengan topik menggunakan garis atau tanda panah. Siswa tidak harus khawatir dalam mengembangkan ide, itu bebas untuk mereka untuk mengatur ide mereka sendiri selama itu berkaitan dengan topic.➤ Peneliti meminta siswa untuk menuliskan naskah pertama berdasarkan desain dari clustering technique yang telah di buat di papan tulis untuk mengetahui bahwa siswa telah mulai menulis menggunakan clustering technique dengan mudah. Selanjutnya, peneliti juga membimbing siswa ketika mereka mulai menulis naskah pertama mereka. <p>Menalar</p> <ul style="list-style-type: none">➤ Guru kemudian meminta siswa untuk menuliskan naskah mereka yang sesuai dengan desain clustering technique yang ada di papan tulis	
--	--	--

	<ul style="list-style-type: none"> ➤ siswa dan guru membahasnya secara bersama-sama. ➤ Guru meminta siswa untuk mengumpulkan tugas yang telah mereka buat sebelumnya. 	
Penutup	<ul style="list-style-type: none"> ➤ Guru kembali memastikan dengan menanyakan apakah siswa memahami topik yang telah dipelajari ➤ Siswa diminta untuk mengambil kesimpulan pelajaran tentang topik pada pertemuan ini ➤ Guru menutup proses pembelajaran dengan doa. 	22 menit

H. Penilaian

INDIKATOR	TEKNIK	BENTUK	INSTRUMEN
Memahami berbagai informasi dalam text	Tes Tulisan	ESSAY	<ul style="list-style-type: none"> • Writing text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Alokasi Waktu : 2 X 45 Menit
Topik Pembelajaran : Narrative text

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No.	KOMPETENSI DASAR	INDIKATOR
1.	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif sederhana lisan dan tulis terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya. 3.4.2 Menjelaskan isi teks naratif lisan dan tulis terkait cerita fairy storie sederhana. dengan

		memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.
2.	4.4 Menyajikan teks naratif pendek dan sederhana terkait cerita fairy storie secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	4.4.1 Menyusun teks lisan untuk memaparkan, menanyakan, merespon terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

1. Mengidentifikasi makna, fungsi social, struktur teks dan unsur kebahasaan pada *teks naratif* sederhana lisan dan tulis tentang terkait cerita fairy storie sederhana sesuai dengan konteks penggunaannya.
2. Menjelaskan isi teks naratif lisan dan tulis terkait cerita fairy storie dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaan.

D. Materi Pembelajaran

Narrative text

1. The Understanding of Narrative Text

A narrative is a text that tells a story and, in doing so, entertains the audience.⁴ Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).

Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

⁴ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

Materi :

Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her.

Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her.

All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly.

Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

E. Metode Pembelajaran

Scanning

Clustering technique

F. Sumber /Bahan/ Alat :

E. Sumber

- Buku teks yang relevan (English in focus)
- Teks narrative
- Kamus

F. Alat dan Bahan

- Lembar kerja siswa (LKS)

G. Kegiatan Pembelajaran

Pertemuan pertama (1)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">➤ Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa.➤ Menyiapkan peserta didik siap untuk mengikuti pelajaran seperti mengecek daftar hadir dan pengelolaan kelas lainnya➤ Sebelum masuk ke topic pelajaran dimulai dengan sedikit pemanasan seperti me-review pelajaran sebelumnya.➤ Memberikan penjelasan terhadap tujuan pembelajaran kepada siswa yang hendak dicapai	25 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">➤ Guru memperkenalkan topic pelajaran sesuai dengan materi yang akan diajarkan➤ Setelah itu guru akan menjelaskan kepada	

	<p>siswa tentang Narrative text dan Clustering technique</p> <ul style="list-style-type: none"> ➤ Guru menuliskan contoh dari teks Naratif dan bagaimana cara menggunakan clustering technique Guru memberikan contoh bagaimana cara mengaplikasikan reading clustering technique to the students’. ➤ Guru memberikan sebuah judul topik bacaan <p>Menanya</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk memahami apa itu clustering technique kemudian menanyakan hal-hal yang tidak dimengerti oleh siswa. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> ➤ Peneliti menjelaskan tentang narrative text termasuk jenis-jenis narrative text, struktur dan segi bahasa. ➤ Peneliti menjelaskan konsep clustering technique pada siswa. Kemudian peneliti menjelaskan pada siswa bahwa clustering technique dapat membantu mereka menghasilkan ide-ide ketika mereka mulai menulis ➤ Peneliti memberikan topik untuk di diskusikan dan untuk menghasilkan ide dalam bentuk clustering technique di papan tulis sebagai modal. peneliti menuliskan topik di tengah papan tulis dan melingkarinya menggunakan atau 	<p>90 menit</p>
--	--	-----------------

	<p>menggunakan bentuk lain untuk membuatnya lebih menarik, dan menuliskan kata kunci yang berhubungan dengan topik menggunakan garis atau tanda panah. Siswa tidak harus khawatir dalam mengembangkan ide, itu bebas untuk mereka untuk mengatur ide mereka sendiri selama itu berkaitan dengan topic.</p> <ul style="list-style-type: none">➤ Peneliti meminta siswa untuk menuliskan naskah pertama berdasarkan desain dari clusreting technique yang telah di buat di papan tulis untuk mengetahui bahwa siswa telah mulai menulis menggunakan clustering technique dengan mudah. Selanjutnya, peneliti juga membimbing siswa ketika mereka mulai menulis naskah pertama mereka. <p>Menalar</p> <ul style="list-style-type: none">➤ Guru kemudian memintta siswa untuk menuliskan naskah mereka yang sesuai dengan desain clustering technique yang ada di papan tulis.➤ siswa dan guru membahasnya secara bersama-sama.➤ Guru meminta siswa untuk mengumpulkan tugas yang telah mereka buat sebelumnya.	
--	--	--

Penutup	<ul style="list-style-type: none"> ➤ Guru kembali memastikan dengan menanyakan apakah siswa memahami topik yang telah dipelajari ➤ Siswa diminta untuk mengambil kesimpulan pelajaran tentang topik pada pertemuan ini ➤ Guru menutup proses pembelajaran dengan doa. 	23 Menit
---------	--	----------

H. Penilaian

INDIKATOR	TEKNIK	BENTUK	INSTRUMEN
Memahami berbagai informasi dalam text	Tes Tulisan	ESSAY	<ul style="list-style-type: none"> • Wrting test

Appendix 2 Instrument

pretest

- I. Instructions
 1. Write your identity !
 2. Use your time (30 minutes) to complete this test !
 3. Trust your own ability !
 4. Do it carefully and well !
- II. Test

Write a short narrative text based on the picture below.

Snow White



POST-TEST

I. Intructions

1. Write your identiy !
2. Use your time (45 minutes) to complete this test !
3. Trust your own ability
4. Do it carefully and well !

II. Test

Write a short narrative text based on the theme” Pinikio”



Appendix 3 Result of SPSS

Table 4.3. The Mean Score of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Pre-test Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Pretest	20	8,00	11,00	9,6500	,81273
Organization_Pretest	20	7,00	9,00	7,9000	,78807
Vocabulary_Pretest	20	7,00	14,00	9,7000	1,55935
Grammar_Pretest	20	8,00	13,00	10,1500	1,26803
Mechanic_Pretest	20	1,00	2,00	1,8000	,41039
Valid N (listwise)	20				

Table 4.4. The Mean Score of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Pre-test Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Pretest	20	8,00	11,00	9,6000	,82078
Organization_Pretest	20	7,00	9,00	7,6000	,68056
Vocabulary_Pretest	20	8,00	11,00	9,8500	,93330
Grammar_Pretest	20	9,00	13,00	10,9500	1,23438
Mechanic_Pretest	20	1,00	3,00	1,9000	,44721
Valid N (listwise)	20				

Table 4.12 The Mean Score of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Posttest Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Posttest	20	5,00	11,00	8,8000	2,04167
Organization_Posttest	20	5,00	9,00	7,3000	1,41793
Vocabulary_Posttest	20	5,00	11,00	8,7500	2,19749
Grammar_Posttest	20	5,00	14,00	10,1000	2,67346
Mechanic_Posttest	20	1,00	3,00	1,9500	,60481
Valid N (listwise)	20				

Table 4.13 The Mean Score of Students' in Content, Organization, Vocabulary, Grammar, Mechanic of Posttest Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Posttest	20	9,00	14,00	11,4500	1,79106
Organization_Posttest	20	10,00	17,00	13,5000	2,13985
Vocabulary_Posttest	20	8,00	17,00	13,8000	3,38106
Grammar_Posttest	20	14,00	20,00	17,9500	2,18789
Mechanic_Posttest	20	2,00	4,00	3,1000	,71818
Valid N (listwise)	20				

Table 4.20 The Paired Sample Test of Pretest in Experimental Group and Control Group

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest_Control - Pretest_Experimental	-,70000	4,64645	1,03898	-2,87460	1,47460	-,674	19	,509

Table 4.22 The Paired Sample Test of Posttest in Experimental Group and Control Group

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest_Control - Posttest_Experimental	-22,90000	12,17806	2,72310	-28,59951	-17,20049	-8,410	19	,000

Appendix 4 Dokumentasi



