THE IMPLEMENTATION OF THE CLUSTERING TECHNIQUE TO IMPROVE THE WRITING SKILLS OF EIGHTH-GRADERS AT MTS KEPPE

A Thesis

Submitted to The English Education Department Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo in Partial Fulfilment of the Requirement for S.Pd. Degree and English Education

IAIN PALOPO

Compused By :

LISA FITRIANI AKMAL
18 0202 0030

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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1. **Dr. Masruddin S. S., M. Hum**
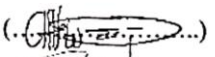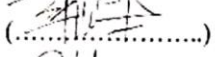2. **Andi Tenrisanna Syam, S.Pd., M. Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

THESIS APPROVAL

This thesis entitle "**The Implementation of The Clustering Technique To Improve The Writing Skills of Eighth-Graders at MTs Keppe**" , which is written by Lisa **Fitriani Akmal**, Reg Num 18 0202 0030, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Intitute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on 28 November2022, coincided with 4 Jumadil Awal 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, 21 Desember 2022

COMMITTEE OF EXAMINATION

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HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah dengan saksama skripsi berjudul: The Implementation of Clustering Technique To Improve The Writing Skills of Eighth-Grades At Mts Keppe

yang ditulis oleh :

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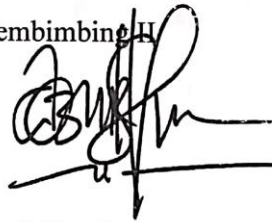Demikian persetujuan ini dibuat untuk proses selanjutnya.

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Tanggal: 09, November 2022

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Assalamu 'alaikum wr. wb.

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

Nama   : Lisa Fitriani Akmal

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Judul Skripsi   : The Implementation of Clustering Technique To Improve The Writing Skills of Eighth-Grades At Mts Keppe

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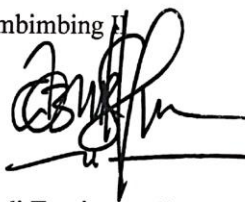
wassalamu 'alaikum wr. wb.

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Pembimbing II

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Tanggal : 09, November 2022

STATEMENT OF AUTHENTICITY

I who undersigned below :

Name : Lisa Fitriani Akmal

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Study Program : English Education

Stating exactly that :

1. This thesis is origainally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citation whose original sources have been reported. All mistakes or error in it are my responsibility.

If later this statement is not true, I am willing accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfullyband to be used in accordance with its purpose.

Palopo, 21 Desember 2022

Regards,

Lisa Fitriani Akmal

18 0202 0030

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ للهِ رَبِّ الْعَالمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ أَلْأَنْبِيَاءِ وَالْمَرْسَلِيْنَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

Assalamu'alaikum Warahmaullahi Wabarakatuh.

All the praises and gratitude to the almighty God Allah SWT for His mercies and blessings. Thereby, the researcher could complete this Proposal thesis as a requirement for the Sarjana Pendidikan degree at the State Islamic Institute of Palopo entitled "*The Implementation of Clustering technique to Improve Writing Skill of the Eighth Graders at Mts Keppe*" Salawat and salam may be upon to our beloved prophet Muhammad SAW, his family his companion, and his adherence.

The researcher realizes that in writing this thesis, many people have given their help, motivation, criticism, and advice throughout with studies. Therefore the researchers would like to express their deepest thanks to them:

1. Prof. Dr. Abdul Pirol, M. Ag, is the Rector of the State Islamic Institute of Palopo.

2. Dr. Nurdin K., M. Pd, is the head of the Tarbiyah and Teachers Training Faculty.

3. Amaliya Yahya, S.E., M. Hum, as the chief of the English language education study program at IAIN Palopo, always give support, encouragement, and ideas to the writer during her studying at IAIN Palopo.

The researcher understands well that this thesis is far from perfect. The researcher hopes this thesis can give some value to the English education study program students and readers, especially in teaching-

learning. The researcher prays to Allah Subhanahu wa ta'ala, shower judgment on their service, which has given kindness to the researcher, and accepts that this thesis can contribute much to all readers at regional, national, and state.

Palopo, 16 October 2022

The researcher

Lisa Fitriani Akmal

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ABSTRACT

Lisa Fitriani Akmal. 2022. " The Implementation of The Clustering Technique To Improve The Writing Skills of Eighth-Grade at MTs Keppe." A Thesis of English Educational Study Program at Tarbiyah and Teachers Training Faculty. State Islamic Institute of Palopo. Supervised, Masruddin, and Andi Tenrisanna Syam.

This thesis aimed to discover that the clustering technique was more effective in teaching writing recount text to the eighth-grade students of MTs Keppe. This research is Pre-Experimental Research. In this thesis, the data collection techniques were tests and documentation. There were two kinds of tests used, namely pre-test and post-test. In this study, the researcher took one class as a sample. Class VIII B is an experimental class; this class had twenty-one students. However, only ten students followed the treatments as samples. The results showed that the significance level (sig.) of the pre-test between the experimental class had the same level of $(0.00 < 0.05)$ and the mean value of the pre-test in the experimental class was 29.70, and the post-test was 41.00. Score sig. 2 tailed $= 0.00$, then the value $<$ with a significant level of 95% (5%) was $0.000 < 0.05$. In other words, the study's result revealed that H1 was accepted and H0 was rejected. So, clustering can improve students' writing, especially to write recount text.

Keywords: Writing, Recount Text, Clustering technique
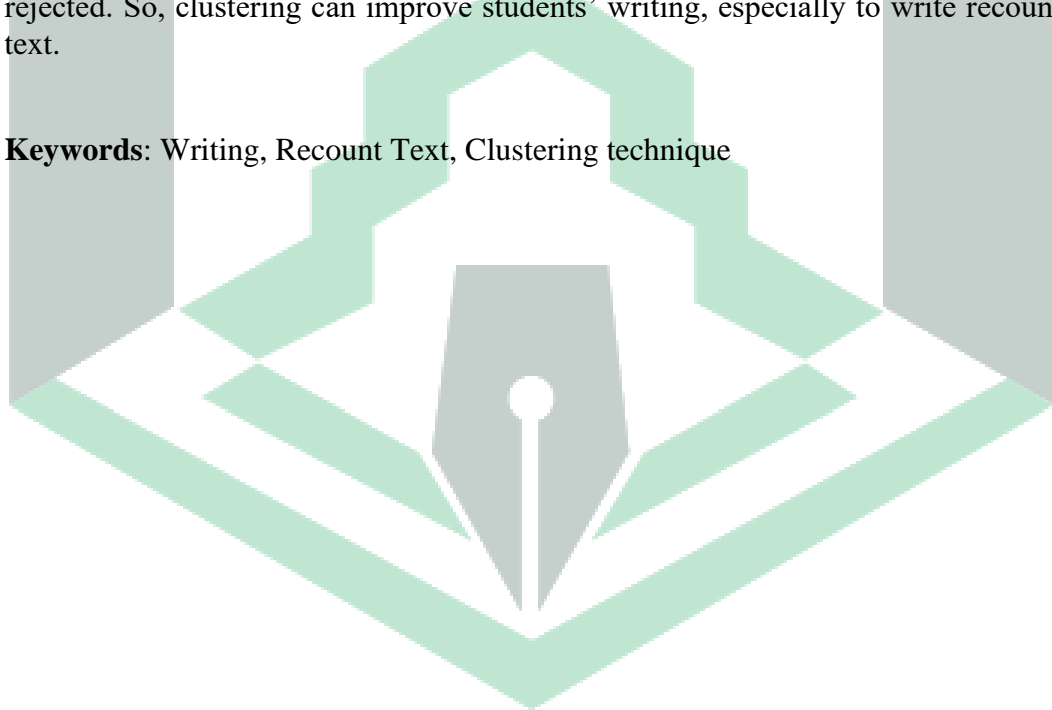
CHAPTER I

INTRODUCTION

A. Background

Language plays a vital role in human life because language is a tool for human communication, and English was very important in life. English was an international language that can support communication with other people, especially in the world because English was a language of the world. The writing was transforming thoughts, ideas, and feelings into written form. It means that writing is one of the important skills that students must learn. The writing was a productive and expressive communication skill, either directly or indirectly.[1]

Based on the basic competence of class VIII of junior high school students, students will deal with various types of text, such as descriptive text, recount text, narrative text, and text procedures. In particular, the teachings of writing skills for eighth-grade students are focused on writing a text recount. So, eighth-grade students were expected to write recount text well. Knap and Walkins (2005) explain that a recount text is a text that retells past events and experiences in chronological order. Its purpose is to provide the reader with a description of what occurred and when it occurred. The generic structure of recount text consists of orientation, event, and re-orientation.

The clustering technique was a technique that groups ideas from common to be more specific and more directed. According to Oshima and Hogue (1999:8),

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[1] Henry Guntur Taringan, Menulis Adalah Suatu Keterampilan Berbahasa, Bandung : Angkasa 2008.

clustering is a brainstorming activity that can be used to generate an idea.[2] Meanwhile, Macdonald and Macdonald (1994: 34) stated that the clustering technique is a good way to generate general unifying categories (abstractions) as well as a way to come up with specific support (details).[3] According to Reid (1993:6), the invention of clustering helps writers generate, develop, and arrange their ideas. It can be said that clustering helps learners in developing their idea.[4] This technique can be used to help students pour the ideas they have, develop the ideas, and can group these ideas correctly. It was an important clustering technique in learning because it can make it easier to see or make a grouping according to the supposed ideas And can also be used to analyze data to be made into several groups to make it easier to write according to the specific groups so that it can be understood and developed properly.

Some previous scholars have researched the effectiveness of the clustering technique in teaching technique, such as the researchers found by previous researchers, that the title "The Effectiveness of Clustering technique in Teaching Writing Recount Text," A Quasi-Experimental Research at the Eighth Grade Students of MTs Al-Hadi Girikusuma Mranggen Demak in the Academic Year 2019/2020.

The previous researchers have concluded that there was any significant difference between the student who taught writing descriptive paragraphs through

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[2] Oshima and Hogue, "Writing Academy English". New York: Adisson Wesleylongman. 1999:8

[3] Macdonald and Macdonald, "Mastering Writing Essential". New Jersey: practice Hall Regent. 1994:34

[4] Reid, J. M. Teaching ELS Writing. New York: Oxford University Press. 1993:6

the clustering technique and those who were not. The title is " The Use Clustering Technique to Improve The Students' Skills In Writings Descriptive Paragraphs."[5]

Based on the observation in school, especially in class VIII, it turned out that many students still lacked writing skills, which were the most difficult skills. This means that students were less literate and master of grammar and vocabulary. It becomes difficult for them to imagine and write down their ideas. The monotony of using the technique in teachers' learning was also a factor in the students' lack of writing ability.

Based on the background of the problems, the researchers conducted pre-experimental research entitled "The Implementation of Clustering technique To Improve Writing Skills of Eight-Grades At MTs Keppe."

B. Research Question

Based on the background above, the researcher formulates the research question: "Does the clustering technique significant to improve writing skills in recount text of the eighth-graders at MTs Keppe?"

C. Research Objective

The researcher aimed to determine whether the clustering technique significantly improves writing skills in the eighth-graders recounting text at MTs Keppe.

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[5] Sari, F., and Wahyuni, S. " The Use Of Clustering Technique To Improve The Students skills in Writing Descriptive Paragraph". *Englis Community Journal* 2(1). 2018

D. Research Significance

1. Theoretically

The technique of clustering can make us know how to group ideas that were appropriate to develop in writing.

2. Practically, this research was useful for teachers, students, and further researches

   a. Teachers

   The teachers can apply the material more easily, will have a new technique for writing recount text with the clustering technique, and teachers can also make it interesting that other students easy to understand in learning the writing recount text with the clustering technique in the English Language.

   b. Students

   The clustering technique can help students determine, help them write any text better, develop these ideas, increase their understanding of the topic or ideas, and make it easier to think logically.

   c. Further researches

   Further researchers can use this technique to be able to short out a reading which is grouped based on the result of the study; further researchers can also find out the reading before the copy it as an addition to the study and can analyze data to better can improve writing skill event better and can develop more research writing.

E. Research Scope

The researcher taught the recount text to students. In the recount text, the researcher gives interesting topics such as holidays, during Ramadhan, and unforgettable experiences. As we know, recounting text contains a story about our experiences in the past. The researcher assessed the content, organization, vocabulary, grammar, mechanics, the aspect of writing and correctly recounting text and the extent to which students know about recount text. The researcher also examines how students read according to the recount text they have made.

F. Definition of Terms

1. Writing Skill

Writing is a creative act because it requires interpreting or making sense of something, an experience, a text, or an event. Writing is one of the most important things you do in college.

2. Clustering technique

The clustering technique is an activity to find ideas and notions to develop the idea itself. This technique is done by the connection between words or phrases freely and the relationship between the words or phrases connected by a line.

3. Recount Text

The definition of a recount is a part of the text that retells past events, usually in the order in which they happened.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

Feradilla Eramona & Muhammad Al-Hafizh (2014) conducted research entitled "Using the clustering technique in Teaching Writing Descriptive Text to Junior High School."[6] This research uses the clustering technique in learning to group ideas by using text descriptions. That way, students can describe something by grouping ideas in one text in detail so that students can easily write, especially in descriptive text. In this research, the technique makes the students sit in pairs, and each discusses the topic for their paragraph. The students wrote the topic in the middle and supported ideas around it. Topic and supporting ideas can be connected by using the arrow to make it more manageable. It means that by using the clustering technique in teaching descriptive text, the teacher and the student will achieve the lesson's goal. This technique was helpful for the student to develop and organize their ideas systematically and to make the students be motivated to improve their writing skills.

Ossi Rinawati (2018) conducted research entitled "Improving Writing Skills in Descriptive Text Using Clustering technique for Seventh-Year Students of SMP Muhammadiyah Salatiga in the Academic Year of 2017/2018."[7] The study's objectives are: (1) To improve writing skills in descriptive text using the

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[6] Feradilla Eramona, "Using the clustering technique in Teaching Writing Descriptive Text to Junior High School ". Muhammad Al-Hafizh. Journal of English Language Teaching 2 (2), 73-81, 2014.

[7] Ossi Rinawati, "Improving Writing Skills in Descriptive Text Using Clustering technique for Seventh Year Students of SMP Muhammadiyah Salatiga in the Academic Year of 2017/2018"

clustering technique. (2) To determine the significant influence of using the clustering technique in improving writing skills in the descriptive text for seventh-year students of SMP Muhammadiyah Salatiga in the academic year of 2017/2018. This research shows there was an improvement in writing skills in descriptive text using the clustering technique. Furthermore, there was a significant influence of using the clustering technique in improving writing skills in descriptive.

Fatimatuz Zahroil (2020) conducted research entitled "The Effectiveness of Clustering technique in Teaching Writing Recount Text." The study's objectives were to find out if the clustering technique is more effective in teaching writing recount text Inquiry-Based. Learning at the eighth-grade students of MTs Al-Hadi Girikusuma Mranggen Demak in the Academic Year 2019/2020.[8] It was a Quasi-Experimental Research. In this research, the technique for collecting data was documented.

The similarity between their research and this research is that they used a clustering technique to teach writing, and Fatimatuz Zahroil Batul used the recount text. The difference from their research is that the previous research focuses on how to use the clustering technique in learning descriptive text for students, this descriptive text especially describes people and things here, and the previous research used classroom action research (car) and Quasi-experimental. This research focus is to determine the implementation of using clustering techniques to improve the writing skill in learning for students, especially in

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[8] Fatimatuz Zahroil Batul," The Effectiveness of Clustering Technique in Teaching Writing Recount text" 2020

learning to write by using recount text. The topic used is about experiences and events that occur in students. Researchers also provided students with discussion sessions in the group to share experiences or events that occurred in the past. And this research uses the pre-experimental method

B. Theoretical Background

1. **Writing Skill**

a. The Definition of Writing

Writing is a creative act because it requires interpreting or making sense of something, an experience, a text, or an event. The writing was the process of describing a language so that readers can understand the message conveyed by the author. In learning English, there are four aspects of language skills: listening, speaking, reading, and later writing; although writing is placed last, writing is not an unimportant skill. Learning to write is an activity where students at more required to control the external form of writing, such as written form, spelling, punctuation, and the use of words and proper grammar. When writing to learn, students not only control the external form of writing but also pay attention to the meaning or expression of the writing. This learning activity was applied in high grades because the students need higher cognitive abilities to be more creative in writing.

b. The Purpose of Writing

Purpose of the writing According to Suparno and Muhammad Yunus (2008, p 3-7), the purpose of writing is to understand the values in an article that

readers think about and do something related to writing.[9] The purpose of writing skills was also to inform, entertain, explain or persuade. However, there were some other purposes for writing, namely:

1) To inform and communicate ideas and information to others.

2) To entertain that, humorously use language usually combined with explaining, informing, or arguing.

3) To explain that, gather facts and combine them with experience to clarify who or what something is, how it happened, or why something happened.

4) To persuade that, use appeals of logic, emotion, and character to prove a point.

5) To express the thoughts and feelings of the author on a specific topic. Often informal.

6) To evaluate that specific kind of argument. That argues for the merits of a subject and presents evidence for support.

7) To argue special persuasion that fairly and accurately appeals to logic, emotion, and character and uses evidence in stating a point of view.

c. The problem of writing skills

Writing problem rarely occurs in isolation, and improvement in writing go hand in hand with the development of other non-writing-specific skills. Thus, a problem with the development in one of these areas is likely to interfere with a student's writing progress. The problem and their potential impact on writing are:

1) Attention problem

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[9] Suparno. Muhammad Yunus, Keterampilan Dasar Menulis. Jakarta ; Universitas Terbuka. (2008, p 3-7)

The students who struggle with attention may be negligent, and lack concentration resulting in attention can reduce their self-concentration:

a) Difficulty starting a writing assignment.

b) It's easy to get distracted from the task during their writing assignment.

c) Fatigue when writing.

d) The writing inconsistent writing

e) Uneven writing tempo

f) Many mistakes in writing, especially in the placement of vocabulary and grammar.

2) Spatial ordering problem

The students who struggle with spatial ordering have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. A spatial ordering problem in students is a poor use of lines on the paper, organization problems, uneven spacing between letters, and many misspelled words.

3) Sequential ordering problem

The students who struggle with sequential ordering have difficulty putting or maintaining letters, processes, or ideas in order. A sequential ordering problem may manifest in students writing, which are poor letter formation, transposed letters and spelling omissions, poor narrative sequencing, and lack of transitions.

4) Memory problem

Active working memory is especially important for students who may have difficulty remembering spelling, grammar, and punctuation rules, accessing prior knowledge when writing, or organizing ideas. Memory problems can manifest in students writing, which are poor vocabulary, many misspelled words, and frequent capitalization, punctuation, and grammar errors.

5) Language problem

Good writing relies on o students' language abilities improving steadily over time. A language problem may manifest themselves in students writing as:

a) Poor vocabulary.

b) Awkward phrasing and unconventional grammar.

c) Inappropriate use of colloquial language.

d) Difficulty with sentence structure and word order.

e) Trouble reading back what is writing.

f) Difficulty with word sound, spelling, and meaning.

d. The Benefit of Writing

According to Djuharie, the greatest benefit of writing is a tool to explore hidden knowledge. This benefit can be used as motivation to start reading and writing and increase one's confidence because writing activities cannot be

separated from other activities such as reading, listening, and speaking.[10] As for the benefit of writing skills that are:

1. Writing skills can help the researcher clear her mind

2. The researcher will be able to hoard ideas.

3. The researcher can improve verbal writing skills.

4. Writing skills is a great mental exercise

Writing skills usually use some text to improve writing skills, but this study uses recount text.

e. Recount text

1) Definition of Recount Text

The definition recount, according to Anderson (1997), the defined as a piece of text that retells an event aimed to give the audience description of what occurred and when it occurred. The recount text is a part that retells an event aimed to give the audience description of what occurred and when it occurred.[11] The recount text is a part that retells past events, usually in the order in which they happened. In line with that, walkins (2005) states recounts are sequential texts that do little more than sequence a series of events. Recount text was used to retell an event that has afterward in the past.[12] In Indonesia, the students' curriculum should

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[10] Dhjuhari, Otong Setiawan dan Suherli "Panduan Membuat Karya Tulis". Bandung: CV.Yarma Widya. 2005, p 126

[11] Anderson. Mark, and Katy Anderson. The Type in English 1. South Melbourne: Macmillan Education. 1997

[12] Knap. P., and Walkins, M. Genre, Text and Grammar: Technologies for Teaching and Assessment Writing, Sydney: University of New South Wales Press Ltd. 2005: 224

learn this text type because recounts are a simple text rather than another genre. Therefore, the recount was always written in the past tense. That recount structure and grammar are similar to narrative genres that retell past events, usually in which they happened. It means that a recount text tells about something that has happened in the past chronologically

2) Purpose of Recount Text

The purpose of recount text was to list and describe past experiences by retelling events in the order in which they happened. Recounts are waiting to retell events to inform or entertain their audience (or both).

3) The Structure of Recount Text

The Structure of Recount Text according to Hyland in Helmi (2010: 28), there are three generic structures of Recount text, they are:

1. Orientation: provide the setting and produce participants. It provides information about Who, Where, and When.

2. Record of Event: tell what happen and present the event in temporal sequence. It was usually recounted in chronological order. Personal comments and evaluative remarks were interspersed throughout the record of the event.

3. Re-orientation: optional closure of the event. It "rounds off" the sequence of events.[13]

4) The Characteristics / Language Feature Recount Text

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[13] Hyland, K. Second Language Writing. New York: Cambridge University Press. 2003

1. Using the simple past tense, past continuous tense, past perfect tense, and perfect continuous tense.

2. Frequent use is made of words that link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, on Saturday, on Monday, and Sunday.

3. Focus on a specific participant, e.g., the I (the writer).

4. Using the conjunction, such as: then, before, after, etc.

5. Using an action verb, e.g., went, stayed.

6. The passive voice may be used, eg. The bottle was filled with ink (factual recount)

2. Clustering technique

a. Definition of Clustering technique

The clustering technique is an activity to find ideas or notions to develop the idea. This technique is done by the connection between words or phrases freely and the relationship between the words or phrases connected by a line. The method can be used to help students in pouring the ideas they have, develop the ideas they have, and be able to group these ideas correctly. Clustering can also measure its ability to find an idea hidden in the data being studied.

b. The benefit of the clustering technique

Through the clustering technique, several alternatives will emerge from our minds; in this alternative life, experiences merge into one. This technique is a writing tool that can accept curiosity, ignorance, and anything that seem chaotic

that can gradually map the inner scene as idea arise. The benefit clustering technique was:

1) The Clustering technique increases the effectiveness of the reading activity

2) The clustering technique can train regular and consistent researchers and writers in writing.

3) Make it easy to be creative and see a relationship between ideas.

4) Help trace the brain's pathways to arriving at the particular concept.

5) Can help develop the ideas that have been put forward

c. Step of The Clustering Technique

Clouse (2005: 24-26) said the clustering technique is a way the generating connection ideas visually. It helps see how various ideas relate to one for developing subtopics. Writers use it early in planning an essay to find subtopics in a topic or organize information[14]. The step of the clustering technique as follows:

1) Take a sheet of paper, in the center of the sheet, write the main topic, and circle it.

My Holiday

2) Then write down ideas related to the topic, circle them well, and connect them to the central circle. Quickly jot down ideas, move to another room,

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[14] Clouse, B. F. A Troubleshooting Guide Strategies and Process Writers. New York: McGraw- Hill. 2005

write again, and move to another blank paper. Do it repeatedly until you get lost in ideas that can be written down.
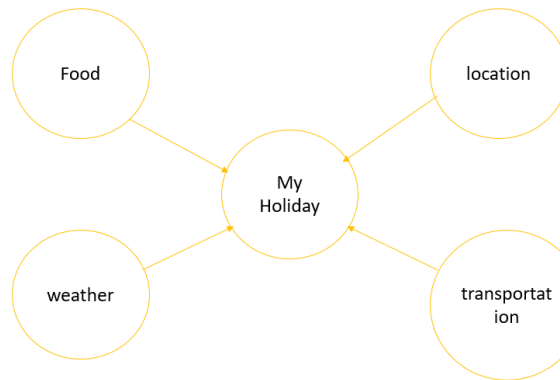
3) Next, write down an idea, fact, example, or other details relating to each idea and join the appropriate circles.
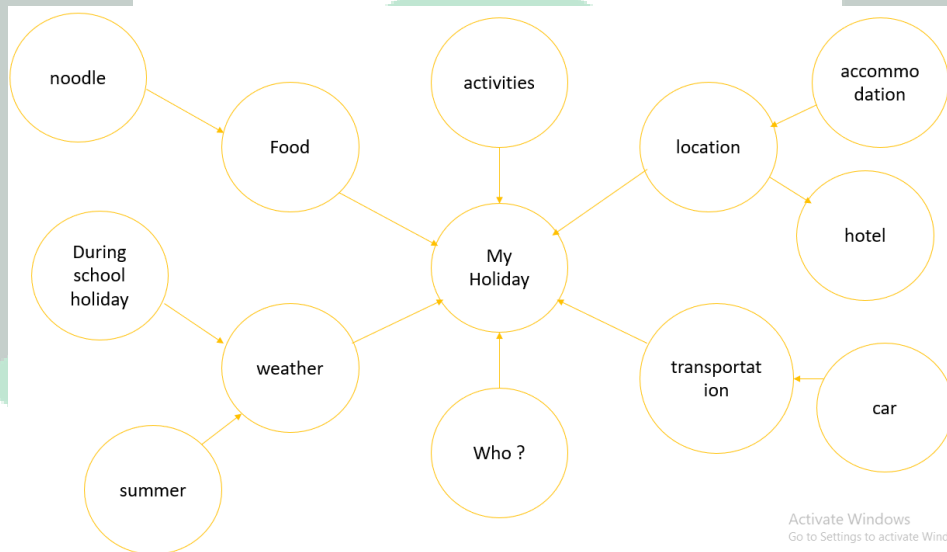
4) Do it repeatedly, draw lines back to last, central, and other words to appear connected as you write, and circle new words and phrases.

5) Continue until many words are produced, and you can no longer think of other related word topics. Then review the cluster set circles done one by one to see if the grouping is enough to start making paragraphs or writing.

You can group again to expand the branch, and you can also cross out words. The phrases that seem irrelevant start to impose some order by grouping and starting the first paragraphs of writing.
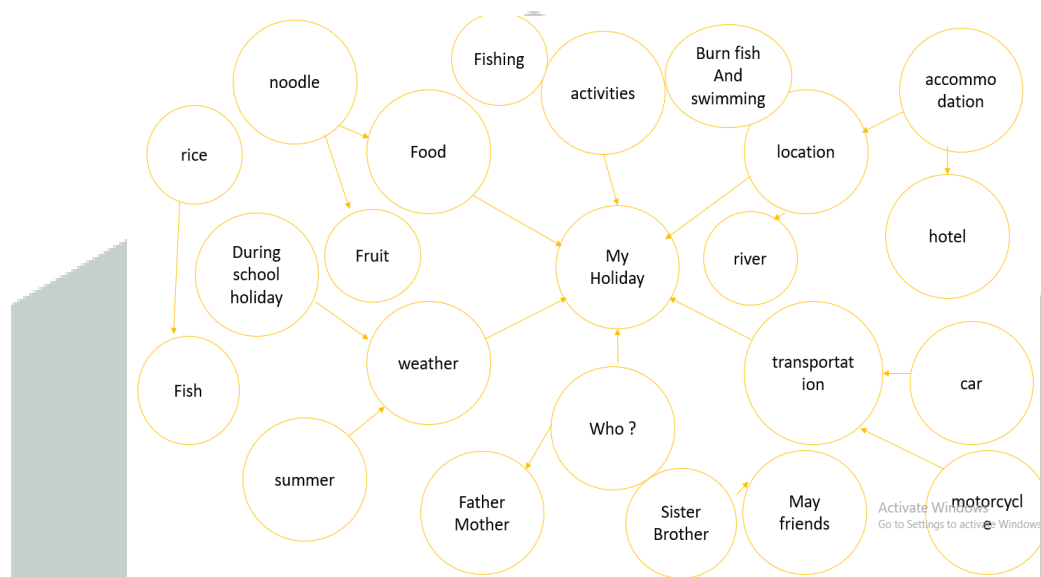
Not only that, but the clustering technique also has advantages when applied to teaching and learning English. According to Setyati in Meisuri and Wahyuni (2005: 151), there are some advantages to the clustering technique:[15]

1) Reduced single point of failure functionally.

2) Ability to perform maintenance and upgrade with limited downtime.

3) Ability to easily scale up your cluster.

While the disadvantages according to Setyati in Meisuri and Wahyuni (2005: 151), the disadvantages can be seen as follow:

1) It was not a good technique when it was used to write an essay with a long paragraph.

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[15] Meisuri, Sri Wahyuni. (2015). "Pengaruh Penggunaan Teknik Clustering Terhadap Kemampuan Menulis Paragraf Eksposisi Siswa Semester II Kelas X MAN 1 Tanggamus Tahun Pelajaran 2015/2016

2) The writing technique sometimes makes the learners confused about how to use it because they are confused about how to start to write.

3) The learner did this under pressure to make this technique effective.

C. Conceptual Framework

The researcher wants to teach writing in this study but uses recounted text. And this study also uses the clustering technique to make it easier to write well, especially in writing recount text. Researchers must know the extent to which students write, especially in English. The researcher observed individuals who did writings related to recounting text and used the clustering technique to determine to what extent the students knew. The researcher gave a pre-test to find students who were deficient in writing, so the researcher gave treatment about teaching students better about writing. Then the researcher made post-test and quiz material and trained students in writing using recount text well. When the students answer the questions made by the researcher, and then after the students are capable enough, the researcher will give the assignment to make a story using recount text with the clustering technique.

CLASS EXPERIMENTAL → Dokumentasi

PRETEST

TREATMENT → POSTEST
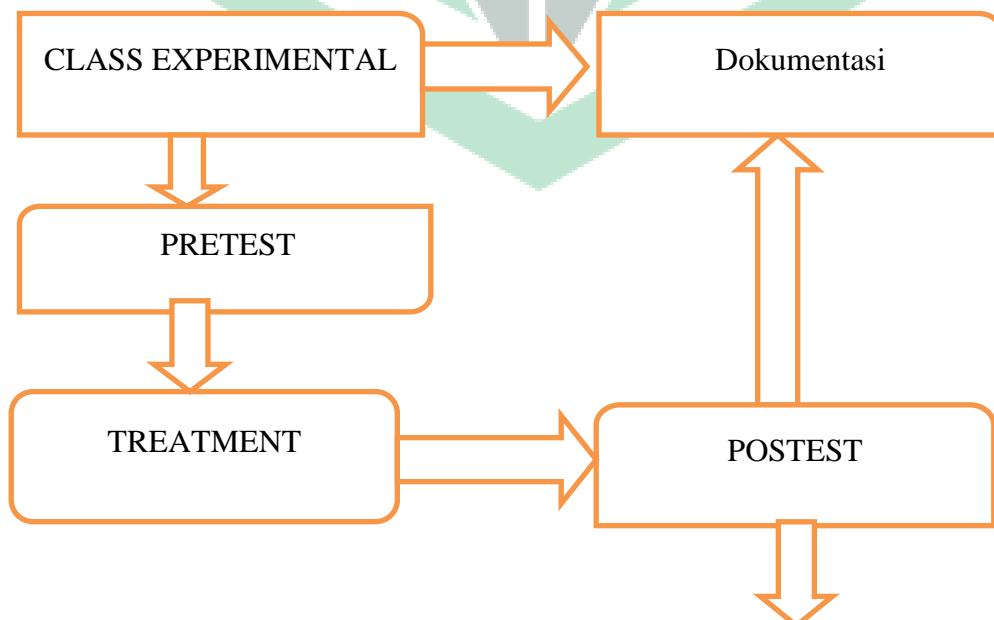
D. Hypothesis

Based on the above problem, the researchers formulated the following

hypothesis:

1. Alternative Hypothesis (H_1): The clustering technique increase writing

   skill in recounting text of the eighth-graders at Mts Keppe

2. Null Hypothesis (H_o): The clustering technique does not increase writing

   skills on recount text of the eighth-graders at Mts Keppe.

   T-count>t-table: Accept the alternative hypothesis (H_1), and reject the null

   hypothesis (H_o).

   T-count <t-table: Accept the null hypothesis (H_o), and reject the alternative

   hypothesis (H_1).[16]

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[16] Sudrajad subana, Moersatyo Rahadi, Educator Statistic (Bandung: Pustaka Setia,2001)

CHAPTER III

RESEARCH METHOD

A. Research Method

This method of research is pre-experimental research. The researcher used the pre-experimental design. The pre-experimental design includes only one group or class that was given a pre-test, and post-tests were the simplest form of research design. The experimental research method was used to find the effects of certain treatments on others in controlled conditions. And the experimental is a research situation in which at least one independent variable was referred to as the experimental variable deliberately manipulated by researchers. This one-group pre-test and post-test design were done in one group without a control or comparison group.

The researcher only chose one group or class to be studied. The researcher used this study to anticipate obstacles and limitations in determining the sample, the location of the research, and the limitations of the time that the researchers had. The researcher used quantitative data, which the researcher gets by calculating the mean, median, and mode scores from the writing ability test and observation of the clustering technique. In this study, the researcher used the formula for analyzing data. An experimental class was given a pre-test, treatment, and post-test.

B. Population & Sample

1. Population:

The population of this research was the eighth-grade students of MTs Keppe. The population was 21 students.

2. Sample:

The sample of this research consisted of 10 students in classes VIII-B. The sampling technique in this research was random sampling. The research focused on students in the eighth grade of MTs Keppe because they have low writing skills especially recount text.

C. Instrument of the Research

Research instruments were tools for researchers to collect data. The researcher also used several files in student exam sheets as documentation. The instrument of this research was a recount text writing test. This study used a test consisting of pre-test and post-test. The pre-test is done before using clustering. The pre-test and the same post-test were given to the experiment in the class. Furthermore, the post-test was carried out after the pre-test and then given to the experimental class. The instrument used, namely the researcher's test, can achieve the purpose of this test, which was to measure the extent to which students write using the clustering technique or not in recount text.

D. Procedure of Data Collection

This study will use tests as we know that the test is a set of questions, experiences, or other means used to measure the skills, knowledge, intelligence, achievements, or talents of individuals or groups. Researchers can use many data

collection tests, interviews, observations, or questionnaires to conduct research. Giving pre-test, giving treatment, and giving post-test.

The explanation of the data collection procedure is as follows:

1. Pre-Test. The researcher gave a pre-test to the students to determine the student's prior knowledge about recount text. Researchers will also examine the control class and also the experimental class.

2. During this treatment, the researcher explains the material that will be taught. Also, the researcher will explain the recount text. The researcher explains everything about recount text, from the definition, the type, the structure, and also the type of tenses used. The researcher then gave examples for writing while explaining how to write a recount text using the clustering technique, as researchers know that the clustering technique is a grouping technique. So the researcher taught the students how to sort and classify a text to be written. Using the clustering technique, the researcher gave an example to find out what writing is like. The researcher allowed students to practice how to write recount text using the clustering technique properly and correctly.

   The steps of the clustering technique to learning

   a. Identify words or sentences related to a topic. Look at the idea in a topic.

   b. Look at the words or sentences that are closest to the topic. Next, the that can then be grouped into several parts.

   c. Next, the word in the group is connected according to its part because it becomes a sentence and a paragraph.

3. Post-Test and the Post-test are done after the pre-test and treatment. To know the extent to which students write recount text after being given treatment. The material in this test was different from that given in the treatment. And also, Rules and test scores are the same s a pre-test.

4. Documentation

Documentation was finding data about things or research variables such as notes, transcripts, books, news, magazines, agendas, etc. Researchers will take photos as documentation which can be seen in the attachment.

E. The Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed it using the following procedure:

1. Quantitative

In this research, the data that was relevant according to the fact will then be used for additional assessment, which later in this quantitative value will be calculated with the previous one, but the pre-test, treatment, post-test, and also in other additional values obtained in the field or the class. In the quantitative, the researcher will calculate the rate using the set formula. And also know the overall value after the number is calculated to facilitate the input data.

After getting the test score, the writer measured the central tendency of the student's ability to write recount text using the clustering technique. There is a measure of the central tendency there are mean, median, and mode.

The writer computer the mean score the most frequently by using the formula as follow:

X= ∑x

N

Where:

$\overline{X}$ (mean): the average score of a student's ability in writing recount text by using the clustering technique.

∑x: the total score of students

N: total number of students

(Sutrisno Hadi, 1988)[17]

a. A list of classifications or tests from students included in the assessment.

1) Content

Table 3.1. The Classification of Content Aspect

No.	Score	Classification	Criteria
1	27-30	Very good	Clear, focused, and interesting details, complete, rich. Well focus, the main idea stands out. Secondary ideas do not stoop too much attention.
2	23-26	Good	Clear and focused, even though the overall result may not be especially captivating. Support is an attempt that may be limited or insubstantial, too general
3	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking purpose or not.
4	9-11	Poor	Not fluent, does not communicate information is very limited, boring
5	5-8	Very poor	Not organizations are not enough to evaluate because they do not mean full.

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[17] Sutrisno Hadi, Methodology Research jilid IV, Yokyakarta; Fakultas Psiologi Ugm Press. 1988

2) Organization

Table. 3.2. The Classification of Organization Aspect

No.	Score	Classification	Criteria
1	18-20	Very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive. Good introduction, good placement of details, and a strong conclusion.
2	14-17	Good	The reader can readily follow what is being said, but the overall organization sometimes is effective poor obvious, or the main idea stands out with logical but incomplete sequencing.
3	10-13	Fair	Lack of logical sequencing and development is not fluent. The writing lacks directions, ideas, and details.
4	7-9	Poor	Not communicated, transitions are very weak, leaving the connection between ideas fuzzing, incomplete, or bewildering.
5	5-6	Very poor	Not organizations were confusing the sender, not enough to evaluate.

3) Vocabulary

Table 3.3. The Classification of Content Aspect

No.	Score	Classification	Criteria
1	18-20	Very good	Effective word/idiom choice, usage, specific and accurate
2	15-17	Good	Adequate range of occasional errors of word/idioms, choice, and language usage, but they rarely capture the reader's imagination. While the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with limited vocabulary grouping for words.
4	9-11	Poor	Many errors in words/idioms, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only broadest, many repetitions, often word simple do not feat the next, verbs are weak and viewed in number: is, are, were, dominated.
5	5-8	Very poor	Almost all the words use colorlessness, not enough to evaluate, and much wrong spelling.

4. Grammar

Table. 3.4. The Classification of Grammar Aspect

No.	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction, agreement endorsement, tense, number, word order/function, articles, pronoun, and prepositions.
2	20-22	Good	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition but meaning seldom or cured.
3	16-19	Fair	Major problems in simple/complex construction are frequent errors of negation, agreement, tenses, number, word order/function, articles, pronouns, prepositions and fragments, run-ons, deletions, and meaning confused or obscured.
4	9-15	Poor	Dominated by errors of grammar, can not be understood, and evaluate
5	5-8	Very poor	Virtually no mastery of sentence construction rules.

5. Mechanic

Table. 3.5. The Classification of Mechanic Aspect

No.	Score	Classification	Criteria
1	5	Very good	Demonstrated mastery of conventions, no problems with spelling, punctuation, capitalization, and paragraphing.
2	4	Good	Few errors in spelling, capitalization, and paragraphing but the meaning g not obscured.
3	3	Fair	some errors in spelling, punctuation, and capitalization
4	2	Poor	many errors in spelling, punctuation, and capitalization.
5	1	Very poor	Illegible writing.[18]

[18] J.B Heaton, Writing English Language Test. Edisi New ed. London: Longman 1988, p. 146.

To measure the quality of students writing scores on the five components observed, the result of the calculation was classified into classifications as follows:

91-100 classified as very good

76-90 classified as good

61-75 classified as fair

51-60 classified as poor

0-50 classified as very poor

b. Then calculate the average value, standard deviation, and frequency table, and test the achievement of writing recount experimental text using SPSS 25 statistics.
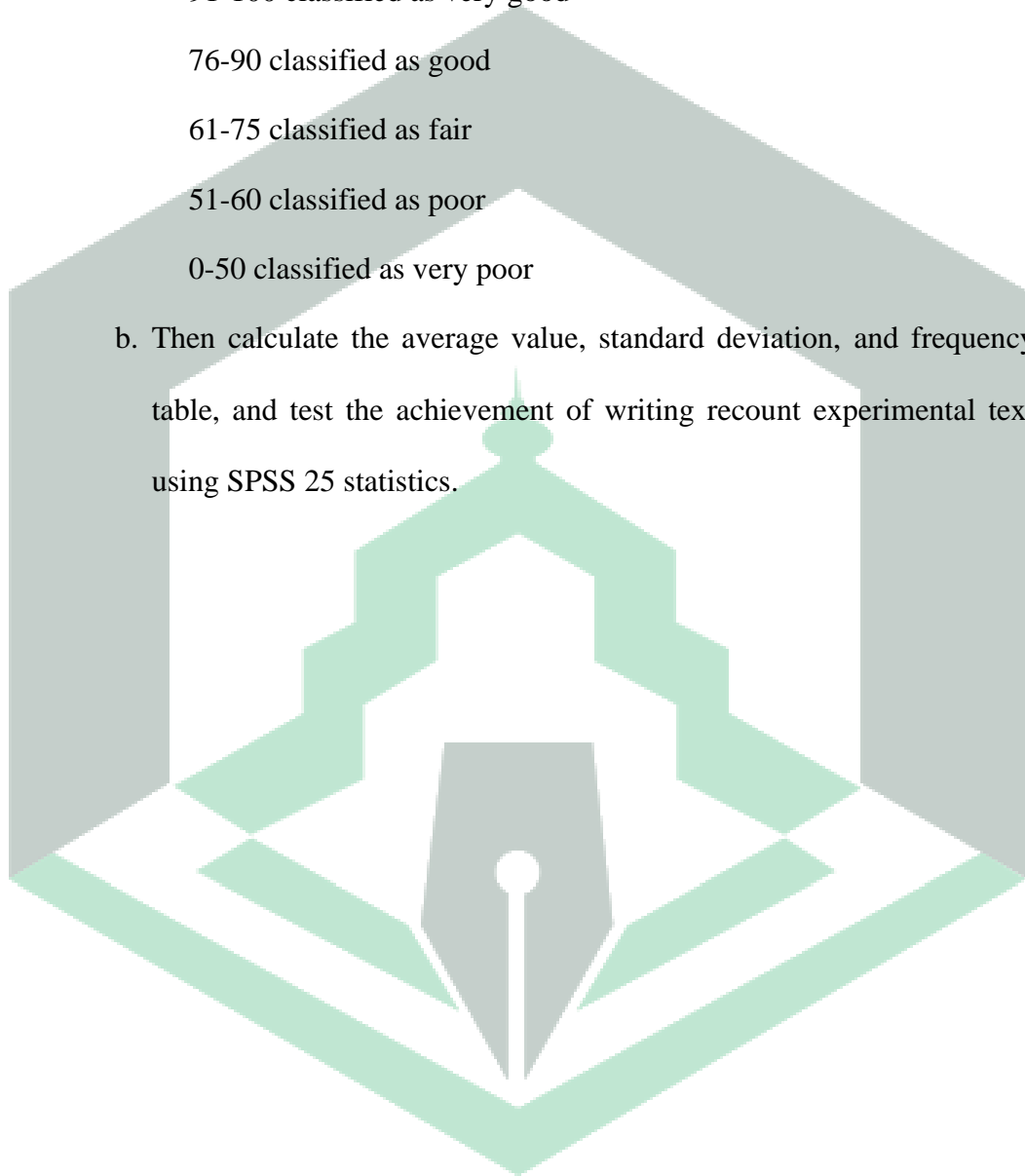
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter focused on analyzing the collected data. The researcher collected the data from the Eight-Grades students of MTs Keppe. The researcher was given the details of the findings. This chapter is likely the main discussion of the research conducted. It displayed the finding of the collected data from the beginning until the end of the research. The findings consist of the result of the one class experimental, VII B. The four meetings were the treatment of the implementation in using clustering technique to improve writing skills in Recount text.

1. The Students' Score in Pretest

a. The raw score of the students' pre-test

4.1 The raw score of the student's writing test

Respondents	Content	Organizations	Vocabulary	Grammar	Mechanic	Total
1.	5	10	12	10	2	**39**
2.	5	9	9	7	1	**31**
3.	8	10	5	6	2	**31**
4.	5	5	5	5	1	**21**
5.	6	8	6	7	1	**28**
6.	10	9	12	13	2	**46**
7.	5	5	5	5	1	**21**
8.	6	8	6	7	2	**29**
9.	7	9	6	6	2	**30**
10.	5	5	5	5	1	**21**
						297

Based on table 4.1 show the highest score was 46, and the lowest score was 21. The student's writing skills were still at a basic level.

b. The scoring classifications of the student in the pre-test

    1) Contents

Table 4.2. The Students' Score on Contents Aspects

No	Classification	Score	Frequency	Percentage
1.	Very good	27-30	-	-
2.	Good	23-26	-	-
3.	Fair	12-22	-	-
4.	Poor	9-11	1	10%
5.	Very poor	5-8	9	90%
	Total		10	100%

    Table 4.2 shows that the criteria and percentage of students' content in the pre-test show that there were no students who get poor or very poor. One student (10%) got a poor score, and nine (90%) got very poor scores.

    2) Organizations

Table 4.3. The Students' Score on Organization

No	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	-
2.	Good	14-17	-	-
3.	Fair	10-13	-	-
4.	Poor	7-9	1	10%
5.	Very poor	5-6	9	90%
	Total		10	100%

    Table 4.3 show that the criteria and percentage of students' organization in the pre-test show that it was not students who got very good and two students got a fair score. There were two students (20%) who got a fair score, five students (50%) got students to be poor, and three students (30%) who got very poor.

3) **Vocabulary**

Table 4.4. The Students' Score on Vocabulary Aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	-
2.	Good	15-17	-	-
3.	Fair	12-14	2	20%
4.	Poor	9-11	1	10%
5.	Very poor	5-8	7	70%
	Total		10	100%

Table 4.4 show that the criteria and percentage of student's vocabulary in the pre-test show that there were two students (20%) who got a fair score, one student (10%) who got to be poor score, seven students (70%) who students got very poor.

4) Grammar

Table 4.5. The Students' Score on Grammar Aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	23-25	-	-
2.	Good	20-22	-	-
3.	Fair	16-19	-	-
4.	Poor	9-15	2	20%
5.	Very poor	5-8	8	80%
	Total		10	100%

Table 4.5 show that the criteria and percentage of students' vocabulary in the pre-test show that there were no students who got very good. Two students (20%) got a poor score, and eight students (80%) got a very poor score.

5) **Mechanic**

Table 4.6. The Students' scores on Mechanic Aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	5	-	-
2.	Good	4	-	-
3.	Fair	3	-	-
4.	Poor	2	8	80%
5.	Very poor	1	2	20%
	Total		10	100%

Table 4.6 shows that the pre-test's criteria and percentage of students' vocabulary show that no students got the very good, good, and fair. Eight students (80%) got a poor score, and two students (20%) got a very poor score.

2. **The score of the students (Posttest)**

a. **The raw student's post-test**

Table 4.7. The Students' Raw of Posstest

Respondents	Content	Organizations	Vocabulary	Grammar	Mechanic	Total
1.	9	7	12	12	2	**42**
2.	9	9	11	9	3	**41**
3.	8	9	12	11	2	**42**
4.	8	7	8	8	1	**32**
5.	9	9	11	9	1	**39**
6.	11	10	14	14	2	**51**
7.	11	9	13	9	2	**44**
8.	10	9	8	8	3	**38**
9.	11	9	13	9	2	**44**
10.	9	9	9	8	2	**37**
					Total	**455**

Table 4.7 above shows the highest score was 51 and the lowest score was 32. The student's writing skills were still at a basic level.

b. The scoring classification of students

1) Contents

Table 4.8. The student's score on the content aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	27-30	-	-
2.	Good	23-26	-	-
3.	Fair	12-22	-	-
4.	Poor	9-11	8	80%
5.	Very poor	5-8	2	20%
	Total		10	100%

Table 4.8 shows that the criteria and percentage of students' content in the post-test show that eight students (80%) got to be poor, and two students (20%) got very poor.

2) Vocabulary

Table 4.9. The Students' Scores in Vocabulary Aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	-
2.	Good	14-17	-	-
3.	Fair	10-13	5	50%
4.	Poor	7-9	2	20%
5.	Very poor	5-6	2	20%
	Total		10	100%

Table 4.9 show that the criteria and percentage of students' vocabulary in the post-test show that five students (50%) got a fair score, three students (30%) got a poor score, and two students (20%) got very poor.

3) Organization

Table 4.10. The Students' Score of Organization aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	-
2.	Good	14-17	-	-
3.	Fair	10-13	1	10%
4.	Poor	7-9	9	90%
5.	Very poor	5-6	-	-
	Total		10	100%

Table 4.10 shows that the criteria and percentage of a student organization in the post-test show that only one student (10%) got a fair score, and nine students (90%) got a poor score.

4) Grammar

Table 4.11. The Students' scores in the Grammar Aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	23-25	-	-
2.	Good	20-22	-	-
3.	Fair	16-19	-	-
4.	Poor	9-15	7	70%
5.	Very poor	5-8	3	30%
	Total		10	100%

Table 4.11 shows that the criteria and percentage of students' grammar in the post-test show that seven students (70%) got poor scores, and three students (30%) got very poor scores.

5) Mechanic

Table 4.12. The Students' Score on Mechanic Aspect

No	Classification	Score	Frequency	Percentage
1.	Very good	5	-	-
2.	Good	4	-	-

3.	Fair	3	2	20%
4.	Poor	2	6	60%
5.	Very poor	1	2	20%
	Total		10	100%

Table 4.12 show that the criteria and percentage of student's mechanic in the post-test show that there are two students (20%) who got a fair score, six students (60 %) who got a poor score, and two students (20%) who students got a very poor score.

After calculating the result of the students' pre-test, the mean score and standard deviation of both groups are presented in the following table:

Table 4.15. Mean Score and Standard Deviation of Students' Tests

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	10	21	46	29.70	8.069
Posttest	10	32	52	41.00	5.055
Valid N (listwise)	10				

Table 4.15 show the mean score of the student's pre-test was 29.70, and the mean score post-test was 41.00. The standard deviation of the pre-test was 8.069, and the standard deviation of the post-test was 5.055. It means that using the clustering technique in teaching writing can enhance the student's achievement.

c. The t-test of student's writings achievement score

The hypothesis was tested using inferential statistics. In this case, the researcher used a t-test (significance test) with the paired sample t-test, namely the

test, to determine the significant difference between the result of students' mean scores on pre-tests and post-test.

Assuming a significance level of (a) = 0.05, what is needed is. Degrees of freedom (Df) = N-1, where N = 10, then the t-test is presented in the following table.

Table 4.16. Paired Sample Test

	Paired Differences							
				95% Confidence Interval of the Different				**Sig. (2-tailed)**
	Mean	Std. Deviations	Std. Error Mean	Lower	Upper	**T**	**Df**	
Pretests-Posttest	-11,300	5.598	1.770	-15.305	-7.295	-6.383	9	,000

Table 4.16 from the analysis implies a significant difference between the pre-test and post-test in improving students writing skills by using the clustering technique. The result of statistical analysis of significance level (p-0.05) with degrees of freedom (Df) = N-1, where (N) = 10, df = 9. The probability value is smaller than α (0.05 > 0.00). That alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. This means that teaching writing using the clustering technique effectively improves students' writing skills.

B.   Discussion

Before giving the treatments, the students have many grammar mistakes in expressing their ideas. They lack vocabulary, so they have difficulty with grammar. Some of them are confused about exploring their own opinion. Then in the post-test, the student's weakness was reduced. In this final test, students tried to express their ideas or arguments based on the instructions. It can be seen from their post-test scores that most of the students experienced an increase in their scores for each component.

Based on the results of data analysis, the researcher found an increase in students' writing skills by using the clustering technique with recount text students of the Tarbiyah and Teacher Training Faculty IAIN Palopo. The standard deviation of the pre-test was 8.069, and the standard deviation of the post-test was 5.055. This means that the clustering technique can improve students' writing skills. Based on the description above, the researcher concludes that one of the important things teachers must have is to give full attention and understand students' potential, especially in writing skills.

Therefore, in the pre-test, at the aspect content, the student were less able to understand the topic, so the ideas generated were not good ideas that students have was very limited, and also a lack of understanding of English, so many students wrote in Indonesian. The aspect of the organization was that the students did not know the arrangement of words and sentences correctly. They write according to what they see where the preparation was not noticed. Many students compose words and sentences not according to rules, so their writing is less

understood when they read. Especially in writing recount text, many of which were not match the known structure. The aspects of vocabulary many students lack vocabulary. Many students did not even know the vocabulary. Students only partially know the meaning but not in English. Students lacks vocabulary in making sentences. Because the vocabulary they knew was limited, dents repeated their vocabulary in several sentences because of that. In the aspect of grammar, the students have lacked this aspect. They are starting from mixing the tense that is used. The words that should be in the sentences were omitted, and vice versa. The use of tense was very inappropriate in which, the recount text used the simple past tense. But many students used simple future tense or simple present tense. They were writing a semicolon that was not appropriate so that the readers was not known where the breaks were. Using words that were not aligned and did not match their previously arranged partners and bad use of a conjunction. The most significant improved aspect was aspect vocabulary and grammar. In the aspect of the mechanic, students are less precise in the use of capital letters and also the spelling of words. Where in the students writing, there is a period, but the letters after the period are not capitalized but are in lowercase. The use of punctuation marks is also irrelevant, where students usually set full punctuation but still want to continue sentences. As well as comma punctuation but one to end the sentences. Punctuation marks that may only be dots or question marks can also be problematic. Students are also less careful in distinguishing between statements and questions because what distinguishes them is only a tiny thing but has a big influence.

In the post-test aspect of content, the students more easily get ideas related to the topic. The students are also younger to make sentences with good results of the words. With the clustering technique, students more easily understand the topic, so getting words or ideas connected to the topic is easier. The students are more focused on writing well so that the writing can be well read. In the organization aspect, the students can arrange words into sentences properly. The students are more able to write sequentially slowly. Students also tell something sequential and gradually. The use of connection words such as "then," "therefore," and so on is increasing. The clustering makes students connect each sentence and paragraph in writing. The clustering techniques also make students neater in writing, especially recount text. Students can write neatly and more structured according to the structure of the recount text correctly and well. On the vocabulary aspect, it is easier for students to find words related to the topic. Clustering techniques make students more familiar with vocabulary. Not only that, but students also know the vocabulary that was not previously known. This technique also makes it easier for students to write with new vocabulary that is appropriate to the topic. This technique also helps students to memorize new vocabulary on their own. In grammar, students know more about the use of tenses, namely the simple past tense. Students are more able to know the partner to be used. The clustering technique makes students know grammar better. Student grammar in this aspect is quite good, with enough writing to understand and read. On the mechanical aspect, students know more about the placement of each letter, even though not all students do. Student writing is also quite good in terms of

mechanics. The placement of punctuation is quite good. The spelling of words that are quite good, and typos in writing are quite good.

Therefore, teachers can use one of the techniques to support students' writing skills, especially in developing ideas, which can greatly facilitate students in generating and expressing their ideas. We can use several techniques to teach writing, including the clustering technique. In addition, applying the clustering technique in teaching writing has a good influence on improving students' skills. Based on the data collected, using the clustering technique in teaching writing can improve students' writing skills towards five focus components: content, organization, grammar, vocabulary, and mechanics. In addition, the use of technique clustering in the process of learning to write can also increase students' learning motivation.

Student scores on each focus component evidence this. In the pre-test that has been done by students, this process has several weaknesses, such as mechanical points. Most students had low scores, as evidenced by pre-test scores on the five components of this test, including content, organization, vocabulary, grammar, and mechanics. From the pre-test and post-test, student improvement was more in terms of vocabulary and grammar. It was seen that students writing used a new and quite good vocabulary, and students' knowledge of vocabulary was quite good. And in the grammatical aspect, students write better in terms of grammar which is quite good, where each writer has fewer typos, the placement of each word is good, and the tense is in the simple past tense.

This research is in line with Fatimatuz Zahroil Batul (2010) stated that the clustering technique is more effective in teaching writing recount text than inquiry-based learning to the eighth grades students of Mts Al-Hadi Girikusuma Mranggen Demak in the academic year 2019/2020. Hendrawati and Ambarwati (2017) stated that the clustering technique has a significant effect on students writing skills in recounting text.[19]

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[19] Hendrawati Nurmawal, Ambarwati Nurfitria *" using clustering technique towards students writing skill in recount text"*. 2017

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions are relevant to the results of class VIII B students of Mts Keppe. Using the clustering technique in writing, students writing skills, especially writing recount texts, were greatly improved. The results of this report show the students' average pre-test and post-test scores. In the pre-test, the average score of the students was 29.70, and in the post-test, the average score was 41.00. This means that the alternative hypothesis (H_1) is accepted, and the null hypothesis is rejected (H_O). So this research result showed that the clustering technique could significantly improve writing skills in writing recount text.

B. Suggestion

Based on the research findings, the researcher would like to purpose some suggestions as follow:

1. The teacher

    The teachers can apply the learning clustering technique in teaching, learning how to teach writing, especially in a text that is easier for students to understand.

2. For students

    The students need to improve their writing skills. Students can learn how to convey their ideas using the clustering technique.

3. For future researchers

It is recommended to be able to research using factors that influence learning English in similar topics. Hopefully, with more research, the result will be more to improve the English learning process

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APPENDICES

APPENDIX I INSTRUMENT PENELITIANPRETEST AND POSTTEST

Lembar Soal Pretest

Nama :

Kelas :

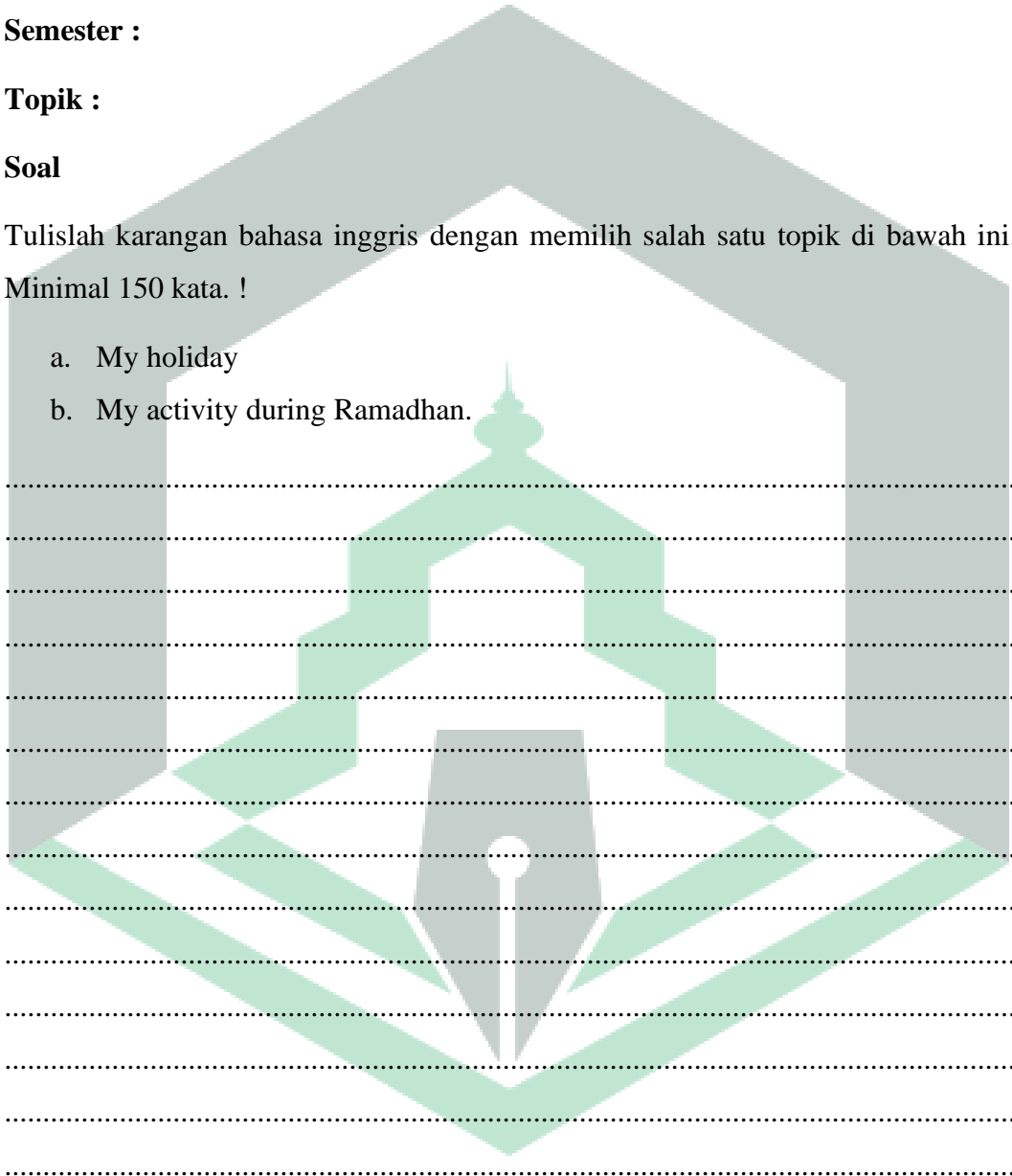**Semester :**

Topik :

Soal

Tulislah karangan bahasa inggris dengan memilih salah satu topik di bawah ini. Minimal 150 kata. !

    a.   My holiday

    b.   My activity during Ramadhan.

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Lembar Soal Postest
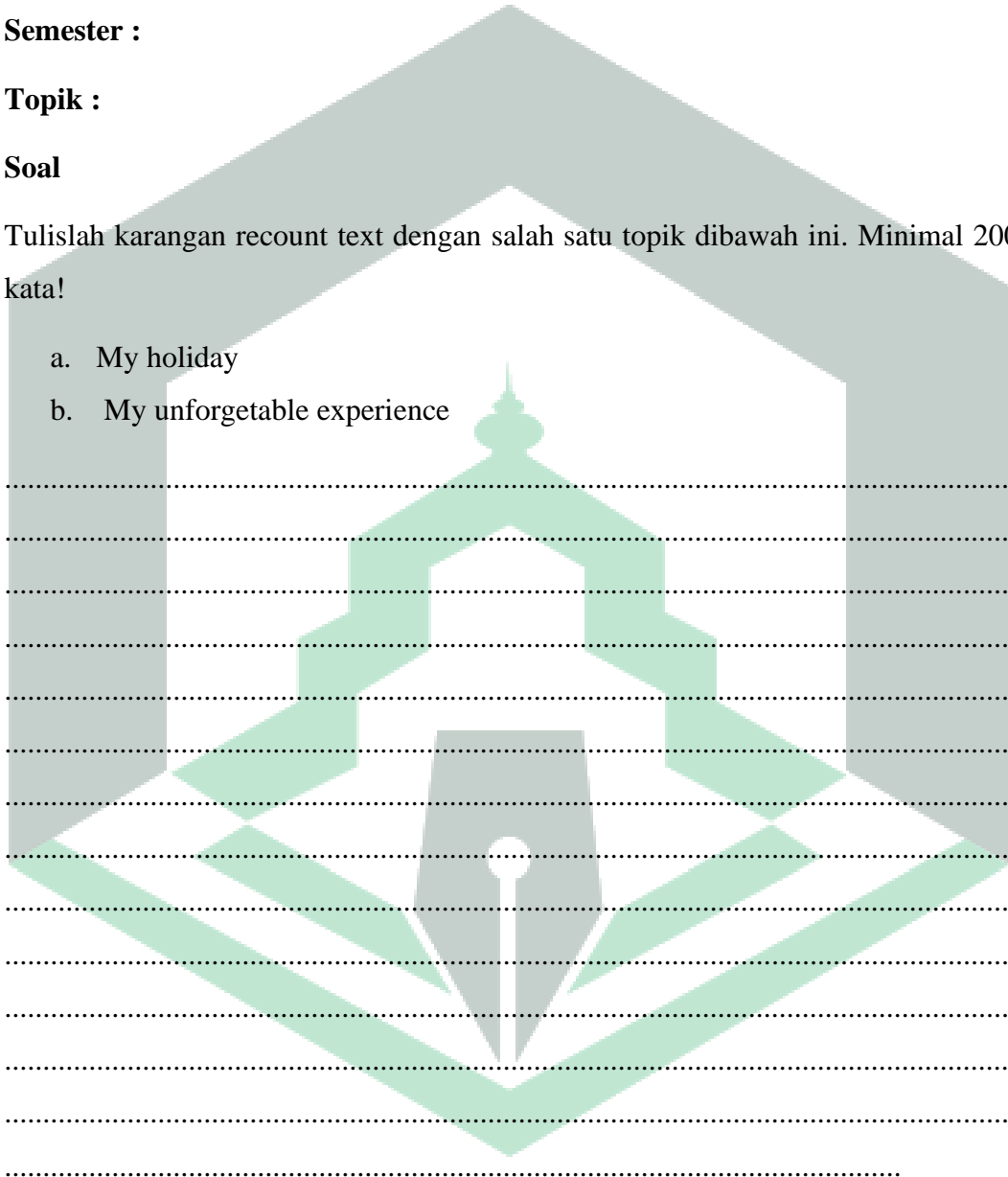
Nama :

Kelas :

Semester :

Topik :

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

....

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APPENDIX I I

SURAT KETERANGAN

VALIDASI

SURAT PERNYATAAN VALIDASI OF DATA NEED ANALYSIS
(STUDENTS)

Saya yang bertanda tangan dibawah ini:

Nama : ST. HARTINA, M.Pd

NIP : 19910909 201903 2021

Pendidikan akhir : S2

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Lisa Fitriani Akmal

NIM : 18 0202 0030

Prodi : Pendidikan Bahasa Inggris

Judul TA : The Implementation of The Clustering Technique to Improve The Writing Skills of Eight-Grades At Mts Keppe

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

☐ Layak digunakan untuk penelitian

☑ Layak digunakan dengan perbaikan

☐ Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 04 Juli 2022

Validator,

ST. HARTINA, M.Pd.

NIP. 199109 09 2019 03 2021

Catatan:

☐ Beri tanda √

Hasil Validasi of Data Analysis (Students)

Nama Mahasiswa : Lisa Fitriani Akmal

NIM : 18 0202 0030

Judul TA : The Implementation of The Clustering Technique to Improve The Writing Skills of Eight-Grades At Mts Keppe

No.	Variabel	Saran/Tanggapan
		RPP dibuat menyesuaikan dg RPP yg berlaku saat ini
		Instruksi pembuatan soal diperbaiki
	Komentar Umum/Lain-lain:	

Palopo, 04 Juli 2022

Validator

St. HARTINA, M.Pd

NIP. 19910909 2019 03 2021

APPENDIX III

RPP

(RENCANA PELAKSANAAN

PEMBELAJARAN)

Rencana Pelaksanaan Pembelajaran

Sekolah : MTS KEPPE

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : **introduction, definition of recount text, purpose of recount text, type recount text and structure of recount text.**

Alokasi Waktu : 90 Menit (Pertemuan 2-3)

A. **Tujuan Pembelajaran**

- Untuk menguji sejauh mana pengetahuan siswa dalam memahami recount text.
- Untuk mengetahui tentang recount text.

B. **Metode Pembelajaran Alat/Media dan Sumber Belajar**

Metode : Ceramah dan Praktek

Aalat/media :Spidol, papan tulis, penghapus, dan buku paket bahasa inggris kelas VIII.

Sumber belajar :Buku penunjang kurikulum 2013, Buku Paket Bahasa Inggris ke VIII

C. **Langkah-Langkah Pembelajaran**

Kegiatan Pendahuluan
1. Guru menyapa siswa dengan mengucapkan salam dan menanyakan kabar.
2. Siswa membaca doa yang dipimpin oleh ketua kelas
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi yang di pelajari.
4. Menanyakan beberapa pertanyaan seputar materi sebagai pengantar ke

	kegiatan inti.
Kegiatan Inti	
Kegiatan Literasi	Guru memberukan motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi yang di pelajari.
Critical Thinking	Guru memberikan penjelasan, memberikan kesempatan untuk menulis sesuai dengan materi yang di jelaskan sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi yang di ajarkan dan kemudian masing – masing menuliskan inti dari materi tersebut.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi yang di pelajari. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup	
Siswa di arahkan untuk membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

> Guru membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis dan tes lisan serta observasi terhadap diskusitanya jawab dan percakapan serta penugasan.

**Rencana Pelaksanaan Pembelajaran**

Sekolah   : **MTS KEPPE**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **VIII/Ganjil**

Materi Pokok   : **Definition clustering technique, how to uses clustering technique, writing with clustering technique.**

Alokasi Waktu   : **90 Menit (Pertemuan 4-5)**

A. Tujuan Pembelajaran

- Untuk mebetahui aapa itu clustering technique.
- Untuk dapat menilis recount text menggunakan clustering technique.
- Dapat menulis dengan menggunakan clustering technique.

B. Metode Pembelajaran Alat/Media dan Sumber Belajar

Metode   : Ceramah dan Praktek

Alat / Media   : spidol, papan tulis , penghapus, dan buku paket bahasa inggris kelas VIII.

Sumber Belajar   : Buku penunjang kurikulum 2013, Buku Paket Bahasa Inggris ke VIII

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan
1. Guru menyapa siswa dengan mengucapkan salam dan menanyakan kabar.   2. Siswa membaca doa yang dipimpin oleh ketua kelas   3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi yang di pelajari.   4. Menanyakan beberapa pertanyaan seputar materi sebagai pengantar ke kegiatan inti.

Kegiatan Inti	
Kegiatan Literasi	Guru memberukan motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi yang di pelajari.
Critical Thinking	Guru memberikan penjelasan, memberikan kesempatan untuk menulis sesuai dengan materi yang di jelaskan sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi yang di ajarkan dan kemudian masing – masing menuliskan inti dari materi tersebut.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi yang di pelajari. Peserta

	didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup	
Siswa di arahkan untuk membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis dan tes lisan serta observasi terhadap diskusitanya jawab dan percakapan serta penugasan

APPENDIX I V

LEMBAR NILAI PTETEST

AND POST TEST

DOKUMENTASI
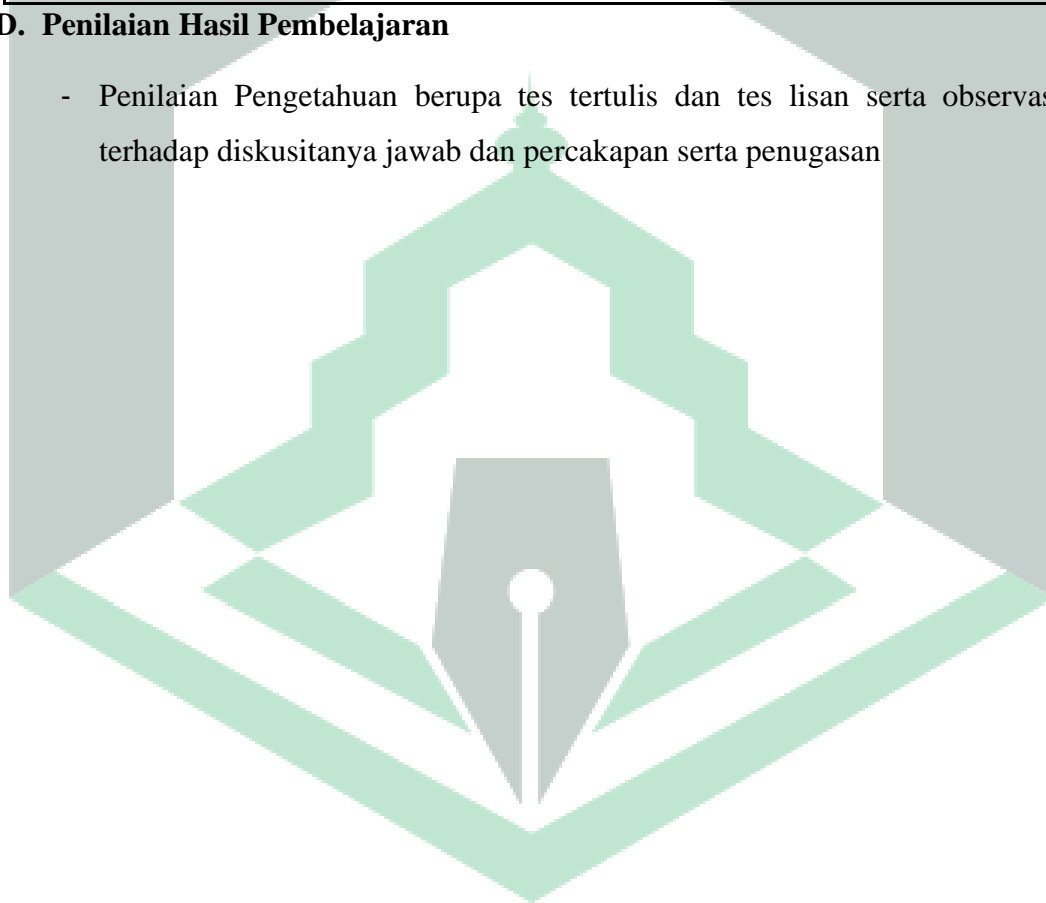
1. LEMBAR TEST PRETEST

Lembar Soal Pretest

Nama : AZ-ZAHRA

Kelas : VIII B

Semester : satu I

Topik : My holiday

Soal

Tulislah karangan bahasa inggris dengan memilih salah satu topik di bawah ini.

Minimal 150 kata. !

    a. My holiday.

    b. My activity during Ramadhan.

~~last holiday, I visited my brother in kepe~~ Bandung ~~my brother stayed in her his house~~ ~~alone, I at ways visited him once a month. His home was in tembang which was~~ ~~not so far from Bandung city when I arrivalled him to visit the~~

"Last summer, I had a nice holiday. I visited some great places. I went to the airport and will fly to Cleveland. I spent three days there. I am glad to see some of the cleveland cavaliers basket ball geme. Then I went to Hollywood.

Hollywood is a famous district in los Angeles, California, united states. It has become world famous as a center for the film industry. For major film companies - Paramount, warner Bros RKO and columbia had studios in Hollywood. I do not want to leave, but I han to leave her. After that, I went to the city of new york. I visited ~~the~~ the statue of liberty is very beutiful. I went from the bottom of manhattan to the top of the the crown. It was so amazing. The place makes me feel at home but I have to go home. Next time I'll get back to them very enjoyable."

Nama : muh. Fajar maulana
kelas : VIII B

kegiatan - Bangun Tidur Sarapan, mandi, main game FF
Setelah main pergi ke rumah teman untuk
Bermain Setelah main Pergi shalat di masjid
Setelah shalat lanjut bermain game FF sesudah
main game Tidur Siang
Setelah Bangun Tidur Shalat Baru mandi.

Nama : KEKYA RAMA DANI ILYAS
KELAS: VIIIB

a. My ~~holiday~~ → Hiburan

Topik : my heliday

AWALAN :

~~are~~ ~~day~~ hari libur 28 - juni - 2022
Pada saat hari libur saya pergi pantai bakar - bakar ikan,
mandi - mandi, di pantai, pulang naik mobil, lalu ~~ke~~ besoknya
lagi saya pergi ke ~~Pantai~~ waitiddo dan saya melihat
pemandangan yang indah pulang naik kendaraan motor dan
minggunya saya ke belopa nonton balapan motor, lalu saya
~~ke~~ pergi ke ~~~~ rumah tante saya lalu saya shalat
berjamaah di messid, dan saya pulang ke rumah saya. ~~~~
lalu saya pergi ~~ke~~ ke indomaret bersama teman - teman saya
naik motor bonceng tiga, terus minggu kedepannya saya
pergi ke tenggara naik kapal bersama keluarga sampai
di kapal kami belanja kerupuk nasi dan minuman, ~~lalu~~ lalu
saya sampai ~~ke~~ di rumah tante saya, saya ~~se~~ sholat isa
berjamaah, lalu saya makan bersama terus saya pergi
ke taman kota bersama keluarga.

itu saja yg saya bisa cerita kurang lebihnya mohon di
Maafkan

Assalamualaikum warohmatullahi wabarokatu

NAMA: RAFY ADE HADIANSYAH
KLS   : VIII.B
TOPIK: MY Holiday

awalan: Bangun tidur ~~pg~~ baru mandi baru pake baju

My holday

NAME : NUR. AFIFA
Kelas : VIII B
Topik : My Holday

awalan :

one day one June 26. 2022 , my Ftends and I Plan
to make asimple event. my ~~when to~~ Friend's
Mother took us to the bathhouse in belopa,
which is in Rudda

ision :

we also agreed to come with the Mother of my Friend.
we left on sunday using my friend's car. we
were 5 with us , we departed from 9 am.
after arriving ~~we~~ we immediately changed
clothes and took a shower without realizing
it we took a very long shower until the
skin turned brow, we decided to eat first
and then went home after we ate we cleaned
~~we~~ up and changed clothes after that we went
homes It was still almost 5 pm atter we
got home I ~~imm~~' immediately changed clothes
an took a break

Penutup :
ok , that's all the story from me because I'm
also ~~tri~~ tired of writing bay oky dada ~~lop you~~
lop you ☺

That is all and thank you ☺☺

A.Afgan

kelas : VIIIB

Topik : hari : Rabu
tanggal : ~~17~~ 17 agustus

kegiatan :

bangun, tidur, makan, mandi
~~pergi bermain gem~~
Liat hp cd Teman untuk bermain gem FF
Sesudah bermain gem kita berkumpul di rumah
teman untuk melajutkan permainan, ~~baru~~ FF
sesudah bermain FF kita pergi ke mesjit
untuk solat sesudah solat kita pergi ke
Lapangan untuk bermain bola ~~dan foli voli~~
sepak dan bola voli sesudah bermain bola
kita istirahat dan minum minuman penter
dan kami pun pulang dan ingin pergi
solat magrib ~~dan h~~ dan sesudah Solat
magrib kami pulang ke rumah masing
dan saya lansung mdihat hp dan tidur
dan bangun Jam 04 dan monggu bunyi
~~H~~ asan subuh dan pergi solat

NAMA : SAFTIAR
Kelas : VIIIB
TOPIK : My Holiday

Aktivan : Bangun Salat Subuh Jam 05 Sudah Salat rapikan tempatido
Mandi Pakai sabun sama sikat gigi Makan bantu Ibu bapak di
Sawah Pulang Pergi Main Sama teman Pulang Makan Sudah Makan
tidur Siang Bangun Salat ashar, Magrib Isya

Luali :

nama: muH. Haerul Alvin
Kelas: 8 B
TOPIK: my holiday

<u>soal</u>

Tulislah Karang bahasa inggris (Recount Tex) dengan memilih salah
satu TOPIK dibawah ini minimal 150 Fata

orientation \ awalan:
                                          Saya Pergi
Saya bangun Pagi merapikan tempat tidur ~~Pergi mandi~~ mandi
menggosok gigi saya siap-siap untuk Pergi ke Pantai

event \ isi:
saya Pergi kepantai untuk berenang bersama keluarga sesampai
disana saya dan kakak dan adik saya Langsung berenang sesudah
berenang kami ~~berenang~~ Pergi makan dan kami mempersiapkan
barang-barang kami untuk Pulang dan sampai dirumah kami
mandi dan mengganti Pakaian kami, dan saya Pergi bermain
bersama teman saya Pergi bermain bola kami bermain
bola Selama 10 menit Lalu kami istirahat bermain bola
selama 3 menit kami istirahat untuk minum dan kami
melanjutkan untuk bermain sesudah kami bermain kami
Pulang untuk mandi dan saya mengganti Pakaian saya
dan saya tidur.

Nama: Andi Fardhan Armin
Kelas: VIII - B
Topik: my holiday

A. Awalan : Bangun tidur, Pergi mandi di wc
Baru suda mandi pake baju sudah
itu main HP.

B. Isi : Sudah main HP, Pergi main bola
di lapangan, baru sudah itu Pulang makan
siang baru tidur siang, Bangun tidur siang
Pergi gosok gigi baru pergi lagi main
bola di lapangan sampai Jam 18.00
baru Pulang mandi di rumah.

C. Penutup: setelah mandi sholat maghrib baru
main HP, Sudah main HP Pergi makan
malam, Baru Tidur malam.

my holiday

Nama : A. Amaliah Nur Hikmah

Kls : VIIIB

Date

Awalan:

"pada hari libur pada tanggal 28 juni 2022 Aku pergi berlibur di kalimantan bersama keluarga"

Isi :

" saat hari itu saya dan keluarga berangkat ke makassar dan menuju ke bandara, saat itu kami menunggu pesawat kami yg bertujuan ke kalimantan, dan saat tiba di kalimantan saya dan keluarga pergi ke rumah kakak kami yg kedua dan kami tiba di kalimantan tadi saat jam 08:29 lalu kami berangkat ke rumah kakak dan tiba di jam 13:03 kami di saat itu sewaktu baru tiba kami membawa barang-barang kami ke dalam rumah, lalu kami pergi bersihkan seluruh tubuh/mandi lalu kami istirahat seharian dirumah, dan keesokan harinya kami melaksanakan salat subuh. dan pada saat matahari sudah tinggi kami keluar jalan-jalan mengelilingi kota kalimantan, kami menghabiskan waktu disana hingga tanggal 15 july 2022 tapi sebelum kami pulang kembali ke kampung kami mengunjungi rumah keluarga kami, yg lain yg berada di samarinda, kami menghabiskan waktu bersama dan bercerita tentang pengalaman kami dikampung, kami seharian bersama.

penutup

keesokannya kami pulang kekampung dan mendapatkan banyak pengalaman, kami membersihkan pakaian kami dan menyiapkan perlengkapan sekolah, karna sebentar lagi kami akan naik ke sekolah dan belajar bersama teman-teman.

2. LEMBAR TEST POSSTEST

Lembar Soal Postest

Nama : AZZAHRA

Kelas : VIIIB

Semester : Satu I

Topik : My holiday

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!
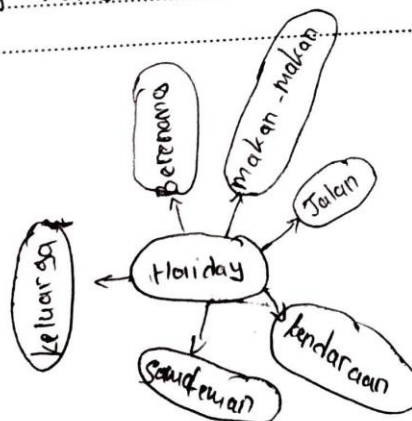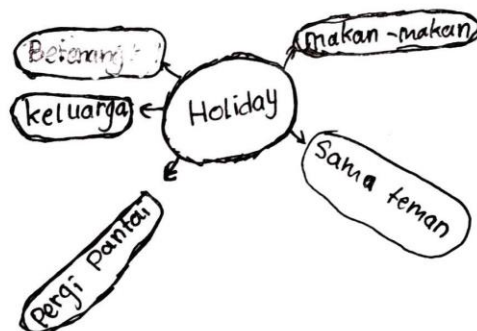
a. My holiday

b. My unforgetable experience

was thaving a chat with Family about a weekend getaway and we chose a more beuliful place we perfer alot of Food such as fried chiken, Freid, noodles,rice vegetables and drinks such as syrup and Fruit as a dessert and don't forget to bring a change of clothes after Playing woter later

I wen wit my mother, Fater, brother, and, sister

I relly like vacationing at the bech with my Family but I dont like seeng

(GO for a:wak)

Incident

Family vacation

family

equipment
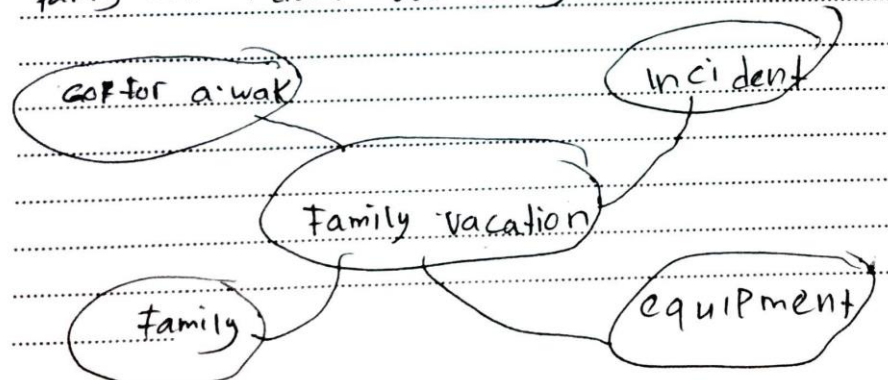
Lembar Soal Postest

Nama : kelsya Phamadani ilyas

Kelas : VIIIB

Semester : 3

Topik : my holiday

Soal

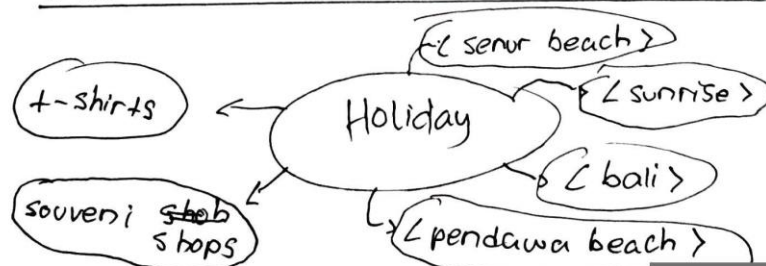Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

→ orientation

last Juni, I and my family wont to Piver, Ner that at belopa, I want with motorcyck

→ events

when I, arrived I want swi why with my family. After that I buch the fish for the eat

→ a Reuntetion

I was very happy. I wold wend to again. I was enjoy

Lembar Soal Postest

Nama : muh. Fajar maulana
Kelas : VIII B
Semester : I
Topik : My Holiday

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

I'm with my friends go to the beach at 10.15 after arriving my friends and I unloaded things from the car. me and my friends grilled fish, after cooking we eat together, after eating we swim, after swimming we are done to go home, we take a picture together as a memory, after taking picture we go home at 01.25

Lembar Soal Postest

Nama : RAFY ADE ARDIANSYAH

Kelas : VIII.B

Semester : 1

Topik : a. my holiday

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

We spenT the 4th day walking crotend Senur beach. We reashed there in the early morning, so we could enjoy an emasing Kandscape of Sunrise.

for our fifth and sixth day in bali, we spent our time in sanjeh and pendawa beach. in sangeh, there was a green, shady frost where a lot of monteys rooming around freely. After that, we went to her the one of the souveni shops there and bougtht some handicrapts and t-shirts.

when the day was getting dark. we had to get back to the hotel. and the next morning, we check at c t-out foom the hotel. we went to the airport at 1 p.m since our fligth is at 3 pm.

I have a rantastil experience in bali. and we went back home bringing so many unforgoftable memories of bali

Scanned by TapScanner

Lembar Soal Postest
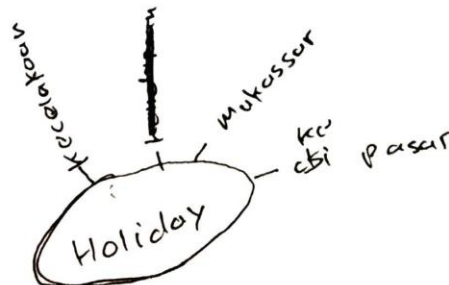
Nama : NUR.AFIF

Kelas : VIII B

Semester : (I)

Topik : MY ~~holiday~~ unforgeble experience

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

on Yuly 1 i went on vacation to makassar
For vacation and when i was on vacation
my Father an I went to bay Fish at
our market to the market using a motorbike
you ~~bay Fish at~~ went together after arriving
at the market me and my Father saw
the Fish in the market after a long
time Finally my father chose Fish and
we decided to go home the motorbike accidentally
hit us and I Fell both my Father was very
badly injured and I only had minor injured
and we were taken to the nearest health
~~cefel~~ center From that time I rarely ride a
motor bike and I will ~~never Fro~~ forget that
incident ok ~~tou~~ thank Yo so much

Lembar Soal Postest

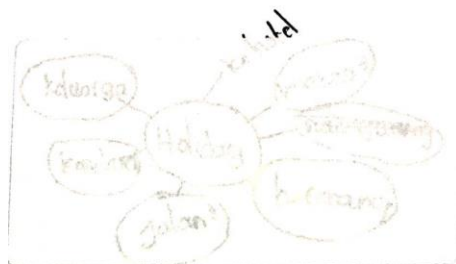Nama : A. Afqin

Kelas : VIIIB

Semester : 1

Topik : My holiday

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

   a. My holiday

   b. My unforgetable experience

July 8, 2022 I wake up early for the morning prayer. and after the Plaker I want to eat and after eating I want to take a shower and I want to brash my teeth after brushing my shirt and pants after I put on my shirt and pants who wants to go to town with family and a car come to town and tomorrow we want to go to the mole first to buy clothes and pants and others and we wents home and pants and othes and othes and we went home ant at night we wanted to go to the cineman to tomorrow aga we weth to the hotel and we wanted to stay in san one day and we wanteod to take a balh in the pool went to our res pestive rooms - each and the next day we went back to our hondown and finished

Lembar Soal Postest

Nama : SAFTIAR

Kelas : VIII B

Semester : ganjil (1)

Topik : my holidi libutan

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

   a. My holiday

   b. My unforgetable experience

Orientalion : my holiday

I live in vedo with my Family, last year end holiday we went to my granfather house with my parents and sister.

My granfather house in Lindajug is the deep village. Ivery day we are going to ricefield with my grandfather, we are very happy because it was such a nice experince and very comforting. It was quwiet, not many people around and we feel fefreshes after I week staying there
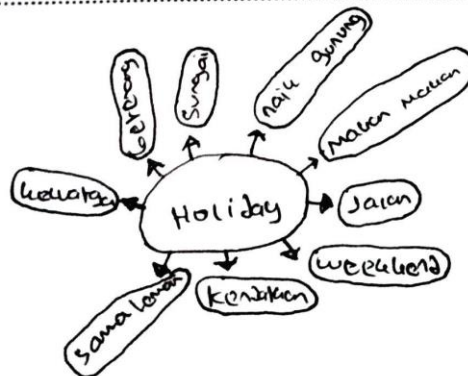
Lembar Soal Postest

Nama : MUH.Haerul Alvin

Kelas : VIII <B

Semester : ganjil <1>

Topik : my ~~holiday~~ holiday Liburan

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

orientation : ~~morning~~ ~~I and my family~~
in ~~the~~ morning my family and i are ready to go on vocation
to Ponnori beach I help my mom make my bed and
we tidy up our clothes and i call my friends to go
also to the beach and we use motor bikes and cars
and when we get where we took our clothes and food
down my friends and i plated water in the river and
i with my Family and my friends ate and after we
ate i ~~dont~~ drank and my friends immediately swam
and me and my sister also swam and after swam
and my family and my friends went to the mauntais
to se the beauriful view from abye and we finished cleaning
up to go home and we arrived home and we took a shower
and brushed our teeth with soap ~~and after that go to~~ ~~cont~~
sleep.
~~coffee~~
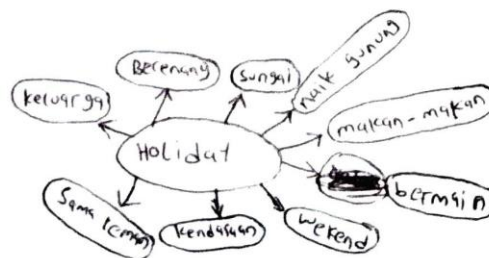
Lembar Soal Postest

Nama : Andi Fardhan Armin

Kelas : VIII – B

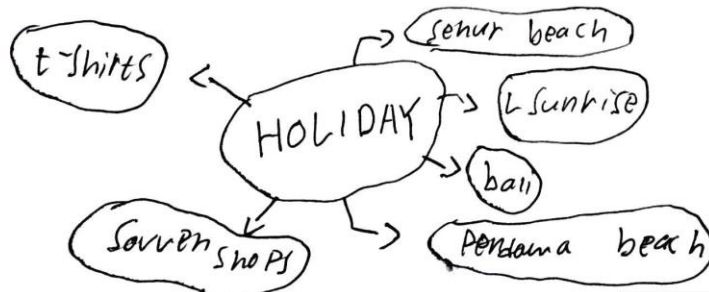Semester : 1 (satu)

Topik : My holiday

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

we spent the 4th day walking cround Senur beach we reaached there in the early morning, so we could enjoy on emasing khdscape of sunrise.

For our Fifth and Sixth day in bali, we spent our time in Sangah and Pendawa beach, in Sangeh, there was a green, shody Frost where a lot of the souveni shops there and baught same had craps and t shirts

wohn the deya was getting dark we had to get bek to the hotol we went to the air part at 1 Pn since in bali and we went back home brnging so many unfargot table meng rtos of bali

Lembar Soal Postest

Nama : A.Amaliah Nur Hikmah

Kelas : VIII B

Semester : I

Topik : My holiday

Soal

Tulislah karangan recount text dengan salah satu topik dibawah ini. Minimal 200 kata!

a. My holiday

b. My unforgetable experience

one day we went on vacation to jakarta on june 29.2022 we had a long vacation there we also visited our family in Bekasi we also spent a lot of time with them and we went to monas to take photos. after that we went to the train station and traveling around by bus, and we went to the cinema to watch interesting movies. After that we will go home and buy gifts for relatives in the village, then we spend a little time with them until night, when night falls we pack up our things to prepare our things for tomorrow's trip back to the village. the next morning we wake up at 05:19 we left for the airport and waited for our plane arrived we headed to the designated door and entered the plane. when we arrived at the village we were very happy to have met them and we put our things back in the cupboard and went back to studying at school with our friends
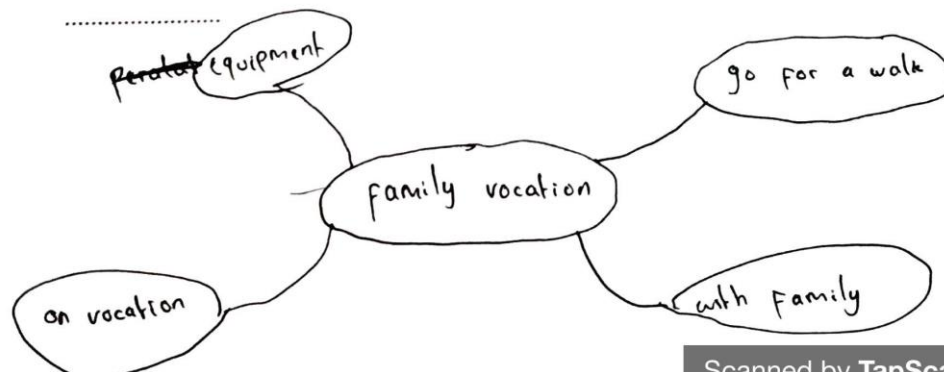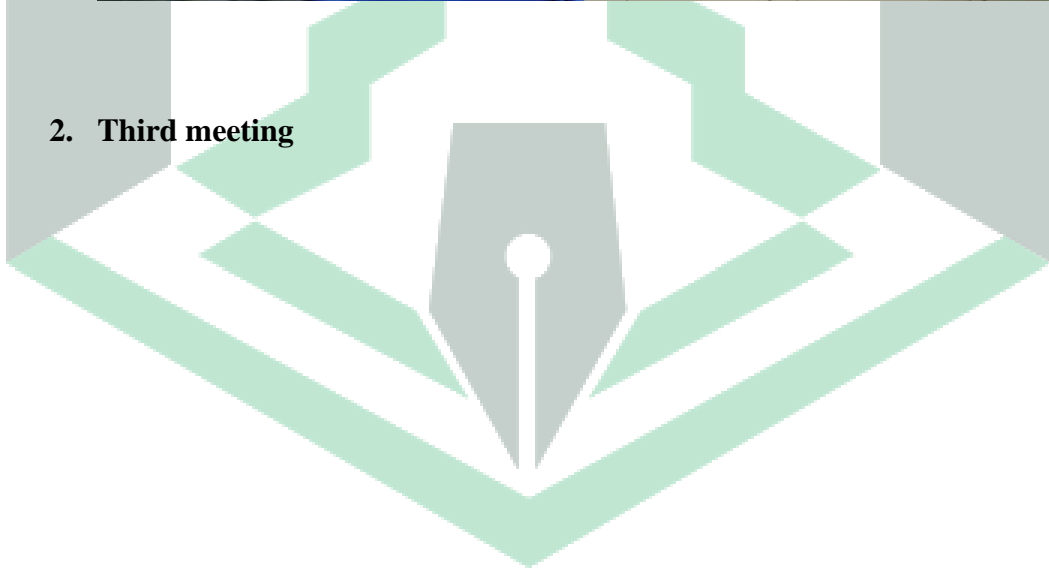
1. **First meeting**

1. **Second meeting**

2. **Third meeting**

3. **Four meeting**

4. **Five meeting**

5. **Six meeting**

APPENDIX V

SURAT IZIN MENELITI DAN

TELAH SELESAI MENELITI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl Agatis Kel Balandai Kec Bara 91914 Kota Palopo
Email ftik@iainpalopo ac id /Web www.ftik-iainpalopo ac id

Nomor : 1238 /In.19/FTIK/HM.01/07/2022   Palopo, 04 Juli 2022
Lampiran : -
Perihal : *Permohonan Surat Izin Penelitian*

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu Kab. Luwu

di –

   Belopa

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu:

Nama	:	Lisa Fitriani Akmal
NIM	:	18 0202 0030
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Tahun Akademik	:	2021/2022

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi MTs. Keppe dengan judul: **"The Implementation of Clustering Technique to Improve Writing Skill of the Eighth Grade at MTs. Keppe"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan,atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Nurdin K, M.Pd
NIP 19681231 199903 1 014

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PTSP

Alamat : Jln. Opu Daeng Risaju No. 1, Belopa Telpon (0471) 3314115

Nomor : 266/PENELITIAN/02.08/DPMPTSP/VII/2022
Lamp : -
Sifat : Biasa
Perihal : ***Permohonan Izin Penelitian***

Kepada
Yth. Ka. MTs Keppe
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1238/In.19/FTIK/HM.01/07/2022 tanggal 04 Juli 2022 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Lisa Fitriani Akmal
Tempat/Tgl Lahir : Tobia / 27 Desember 1999
Nim : 18 0202 0030
Jurusan : Pendidikan Bahasa Inggris
Alamat : Mataiwoi
Desa Mataiwoi
Kecamatan Ngapa

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE IMPLEMENTATION OF THE CLUSTERING TECHNIQUE TO IMPROVE THE WRITING SKILLS OF EIGHTH-GRADERS AT MTS KEPPE

Yang akan dilaksanakan di **MTS. KEPPE**, pada tanggal **08 Juli 2022 s/d 08 Oktober 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada tanggal 08 Juli 2022
Kepala Dinas

Drs. H. RAHMAT ANDI PARANA
Pangkat Pembina Tk. I IV/b
NIP. 19641231 199403 1 079

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Lisa Fitriani Akmal;
5. Arsip.

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH (MTs) KEPPE
Alamat : Desa Rantebelu Kec. Larompong kode Pos 91997
KABUPATEN LUWU

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : MTs. 21.09.06/PP.01.1/127/VIII/2022

Berdasarkan Surat Permohonan Izin penelitian Nomor 1238/In.19/FTK/HM.01/07/2022 Tanggal 4 Juli

2022 maka Kepala Madrasash Tsnawiyah Keppe menerangkan bahwa :

Nama	: **Lisa Fitrani Akmal**
NIM	: 18 0202 0030
Tempat Tanggal Lahir	: Tobia, 27 Desember 1999
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Desa Mataiwoi Kec. Ngapa Kab. Kolaka Utara
	Sulawesi Tenggara
Tempat Penelitian	: Madrasah Tsanawiyah Keppe
Waktu Penelitian	: Agustus 2022

Telah melakukan Penelitian di MTs. Keppe pada tanggal 06 s/d 30 Agustus 2022 dengan *Baik* dalam

rangka penyusunan Skripsi dengan Judul *" The Implementation of Clustering Tehnique To Improve The Writing Skills of Eight Grade At MTs. Keppe "*

Demikian Surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Keppe, 31 Agustus 2022
Kepala Madrasah,

H. MURSALIM, S. S.Ag. M.Pd
NIP. 197000301 199703 1 003

Tembusan kepadayang terhormat :
1. Bupati Luwu (sebagai laporan) di Belopa
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa
3. Dekan Institut Agama Islam Negeri Palopo
4. Mahasiswa yang bersangkutan
5. Arsip.

CURRUCULUM VITAE

LISA FITRIANI AKMAL she was born on 27th December 1999 in Tobia. Her father's name is Akmal and mother's name is Lisda. She has one brother and two sister's. she is the first child in her family. She started her study on elementary school (SDN 1 Puurau) in 2006 and she graduate in 2012. After that she continued her study at MTS Al-Mu'mini Puurau. She graduated in 2015 and continued her study at SMAN 1 Pakue, she graduated in 2018. After that in 2018 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and talking English Department. She finished study in 2022. In the end her study at State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitle is " The Implementation of The Clustering Technique To Improve The Writing Skills of Eight-Graders At MTs Keppe".