

**THE EFFICACY OF CLUSTERING TECHNIQUE USING  
PICTURE IN TEACHING WRITING FOR TEENAGER  
GROUP**

**(A Case Study at Limbong Lotong Village)**

*Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree  
in English Education*



**Written By,**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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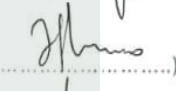
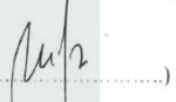
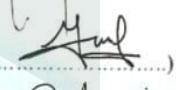


**2021**

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Tuesday, 23<sup>rd</sup> of March 2021  
9<sup>th</sup> Sya'ban 1442 H

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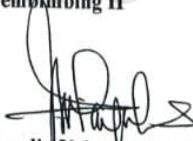
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, all praise belongs to Allah SWT for the pleasure and guidance, so that the researcher can complete this thesis. The researcher realized that there are still many shortcomings so that the researcher expected constructive criticism and suggestions from readers for improvement and perfection. And do not forget to also convey Sholawat and Taslim to the great prophet Muhammad SAW, his family, friends, and all those who continue to carry out Allah's orders and avoid Allah's prohibitions.

The researcher also did not forget to express her deepest gratitude to her beloved family, especially her parents (Alm. Cuni and Masra) and her beloved sisters and younger brother (Mirnawati, Israwati, and Al-Mujaddid) for their love, pray, support and always give motivation and financial support.

The researcher realized that this thesis could not be finished without help from others. The researcher also would like to express her deepest thanks to:

1. Prof. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo and all the staff of IAIN Palopo.
2. Dr. Nurdin K, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, SE, M.Hum as the head of the English Study Program of Tarbiyah Departement of IAIN Palopo and is also my second consultant

who always gives support, encouragement, and ideas to the researcher during her studies at IAIN Palopo.

4. Dr. Masruddin, S.S., M.Hum as the first consultant who has taught, advised, delivered patiently guidance, explanation, suggestion, and motivation to the improvement of this thesis.
5. All the lectures as well as the staff of IAIN Palopo. A million thanks for guidance, attention, knowledge, and motivation in the learning process as well for all staff.
6. Special thanks to students as the respondent of this thesis Al-Mujaddid, Mutia, Siti Aminah Azzahra, Zahira Badwi Halim, Aisah, and Naymunah Najwatul without them this thesis will not be completed.
7. My beloved friends Serre Kompleks BTN Ratulangi Regency Blog G1 included Urul, Ainun, Umi, Isjo, Patrick, Lala, and Pute who always give the researcher support, help, and motivation in finishing a thesis.
8. All my friends of IAIN Palopo especially Big (A) thank you for the nice friendship, supports, and togetherness during study at IAIN Palopo.
9. My friends in Vocational High School especially the Accounting major thanks for a nice friendship and always give the researcher motivate, help, and support.
10. Big thanks to my beloved family (Damai's family and Ambe Nangking's family) who always give the researcher support, motivation, and advice.

The researcher thought that without those people, this thesis would never be finished. The researcher also realized that this thesis far from perfection.

Finally, the researcher pray to God, may Allah SWT give reward to all people who have helped, the researcher hopes this thesis can use and can give positive contribution for readers, religion, and state, Aamiin.

Palopo, 2020

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## ABSTRACT

**Mirawati, 2021, “*The Efficacy of Clustering Technique Using Picture in Teaching Writing for Teenager Group (a case study at Limbong Lotong Village)*”. A thesis by the English Department Tarbiyah and the Faculty of Teacher Training of the Islamic Institute State College (IAIN) Palopo. Under the Guidance of (I) Dr. Masruddin, S.S., M.Hum, and (II) Amalia Yahya, S.E., M.Hum, S.E.**

This research attempted to discover the efficacy of the clustering technique using a picture in teaching writing for teenagers (14<sup>th</sup>-17<sup>th</sup>). This research applied the pre-experimental method. The participants were teenagers at Limbong Lotong Village. The subjects were used in this research a purposive sampling technique to select active teenagers in English. The researcher collected in writing the scores of the teenagers in five aspects: content, organization, vocabulary, grammar, and mechanics. The results were analyzed by the mean score, standard deviation, and significance of the test. After analyzing the results, it was found that teaching by clustering technique using picture improved the teenagers' writing skill at Limbong Lotong village. There was a significant difference between the results of the pre-test and the post-test, where the mean score was 39.33 for the pre-test and 68 for the post-test. This means that the clustering technique using a picture that is efficacious in developing teenagers' writing skills. It was proven by the result of the paired sample test which found that t-count 16.429 was higher than the t-table 2.571.

**Key Word:** Clustering Technique, Picture, Teaching Writing, Teenager English Learners

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# CHAPTER I

## INTRODUCTION

### A. Background

In English, one of the difficult skills is writing. As Richard and Renandya said, for second language learners, the most complicated skill to learn is writing. The task is not only to create and coordinate concepts but still translating these thoughts into readable text.<sup>1</sup> It is not easy to write because it takes difficult thinking to create words, phrases, and paragraphs at the same time. Writing is the way to communicate people's opinions, ideas, and thought in a paper. We can express ideas and transfer the information freely into the written form. The people can also apply their knowledge like: must be able to write the topic correctly, can write the generic structures of the text, and can write the language features of the text.

Based on observations that the researcher got information that teenagers at Limbong Lotong village still feel difficulty in learning writing. The researcher found that there was a problem with the teenagers at Limbong Lotong village to improve their ideas and they felt it hard to make a paragraph because they are still confused about organizing the sentence. Moreover, they do not have any idea and do not use any technique in the learning process to improve their writing. Finally, teenagers take a longer time to start writing.

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



In the prewriting step, there is a technique that teachers should teach students to help students learn writing, a technique clustering called. That is how the words are closely connected to the given "topic/theme" are expressed. According to Smalley and Marry state, The clustering technique provides students with a visual way of thinking creatively.<sup>2</sup> Moreover, for students who visually like their thoughts and new associations, this approach is beneficial in helping them to think more creatively and without clear ideas to begin. Besides, this technique the students would be able to coordinate their thoughts before writing in a paragraph.

The researcher uses the picture as media in teaching material in this research. There are many advantages to a picture, such as sparking ideas and involving students in writing. Using the picture in teaching may allow students to pay attention to things related to their subject that they have not seen. According to smaldino said the picture is recommended for it has many benefits in writing English.<sup>3</sup> Using pictures is that it will make the students interested because the picture is one of the visual media for teaching. Thus, the picture would increase the encouragement of students during writing.

The researcher selects a clustering technique based on the above description using a picture as a strategy to develop the writing skills of students. The researcher includes a picture illustration in the instructional guides for

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<sup>2</sup> Smalley L. Regina and Ruetten K. Marry, *Refining Composition Skill Rhetoric and Grammar* (New York: Heinle & Heinle Publisher, 1995), p.10.

<sup>3</sup> E. Sharon.et al Smaldino, *Instructional Technology and Media for Learning* (Boston: Pearson, 2005), p.9.

activities in the classroom. Students will find that writing is relaxing and even fun for learning. In this situation, the researcher will do experimental research entitled "The Efficacy of Clustering Technique Using Picture in Teaching Writing for Teenager Group at Limbong Lotong Village)".

### **B. Problem Statment**

The research formulated the problem statement as follows based on the background "is the clustering technique using picture efficacious in teaching writing for the teenage group at Limbong Lotong village?"

### **C. The objective of the Research**

The researcher states based on the question that the basic objective of this analysis is to figure out whether the clustering technique using pictures is efficacious in teaching writing for a teenager group at Limbong Lotong village.

### **D. Significances of the Research**

Significant of this research hopes to give significant effects not only theoretical but also practical:

#### 1. Theoretical

The results of this analysis are supposed to help English language teaching theory specially teaching writing.

#### 2. Practical

- a. Teachers: For teachers, it is expected that this study will make it easier for teachers to teach writing skills. Hopefully, through the

clustering technique using the picture, teachers can effectively apply it in writing to their teaching.

- b. Students: The research is expected to improve the writing skills of students and help them think more creatively to create and generate ideas about their writing skills. Students will also be inspired to develop their writing skills.
- c. The researcher: For the researcher, by the clustering technique using a picture in teaching writing, she gains experience in teaching writing.

### **E. Scope of the Research**

Base on the identifying of the problem, the researcher focuses on the implementation of the clustering technique using a picture in the teenager group to improve writing skills especially descriptive text about an animal.

### **F. Operational Definition**

To prevent confusion and to establish the same perceptions for the readers, the following definitions used in this study are given. Thus, it this important to describe the terms as follows:

1. Writing is the desire as a second or foreign language to express one's ideas in written form.
2. The technique of clustering means the way or strategy of the teacher that provides words closely related to the theme given.

3. The picture is about animals a media that can stimulate and create students' creative power in stimulating their ability to follow learning. It can make something more interesting for students.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section is divisible into several main sections, including an analysis relevant to the previous study, pertinent ideas, conceptual framework, and hypothesis.

#### A. Previous Study

Nindy Fitriani (2018) in her thesis entitled *“Using Clustering Technique in Teaching Writing Recount Text at Tenth Grade Students in SMAN 1 Gresik”* concludes that the use of the technique of clustering is an efficient technique to help students get an idea in writing. The findings of her research indicate that the capacity of the students to write recount text increases when doing the clustering process.<sup>4</sup>

Sri Astuti Andayani (2017) in her entitled *“The Effectiveness of Clustering Technique to Teach Vocabulary to The Students at The First Semester of Tenth Grade of SMA Muhammadiyah Gisting”* concludes that the use of clustering techniques in teaching vocabulary to students was successful in the first semester of tenth grade SMA Muhammadiyah Gisting.<sup>5</sup>

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<sup>4</sup> Fitriani Nindy, *Using Clustering Technique in Teaching Writing Recount Text at Tenth Grade Students in SMAN 1 Gresik*, 2018.

<sup>5</sup> Sri Astuti Andayani, *The Effectiveness of Clustering Technique to Teach Vocabulary to The Students at The First Semester of Tenth Grade of SMA Muhammadiyah Gisting.*, 2017.

Umu Kulsum (2016) in her entitled “The Effectiveness of using Picture in Teaching Writing of Descriptive Text at the Eighth Grade Students of MTs N Purworejo” Concludes that the data presented the effectiveness of using pictures in the descriptive text for the writing skill of students.<sup>6</sup>

Base on previous studies, there is a similarity that can be found, similarities that can be found particularly in teaching. They focused their research usage of the clustering technique in teaching the writing of text recounting and another study focused on teaching vocabulary using the clustering technique and others focused on using a picture in teaching writing while the researcher focused on usage of a clustering technique with a picture to teach descriptive text writing.

## **B. The Concept of Writing**

### **1. Definition of Writing**

Writing is a skill that constantly activates the thinking of students because to connect between fact and idea, they have to be hard thinkers. Cooper said writing helps writers more productive learners because their thoughts and experiences have to be documented, explained, and arranged.<sup>7</sup> Writers ought to link in a written way to information and ideas to know how to convey them to readers. Writing is done at the same time because it leads

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<sup>6</sup> Kulsum Umu, *The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at the Eighth Grade Students of MTs N Purworejo*, 2016.

<sup>7</sup> Rise et al., *The ST. Marine's Guide to Writing* (Boston: Houghton Mifflin Company, 1986), p.2.

students to think objectively. After all, they need to consider what to mention and how to say it in written form within their minds.<sup>8</sup>

However, writing would indirectly motivate students in one task to attempt to take a single step. Students have selected what is in their heads to inspire them to write something and to consider not just their thoughts in their minds, but also how to translate them into writing.

Writing skill is taken into account because the complicated skill students need to learn not only the aspect of the sentence's grammatical and structure but also the structures of the paragraph itself. Besides, the initiative of students is needed to get their ideas into words.<sup>9</sup> Writers should have vocabulary competence, idioms, grammar, usage of words, etc to form the written is freed from grammatical errors, and it is to be performed every day so it is not the job once a week. As a result, writing has a positive impact on teaching and therefore on teacher and student behavior.<sup>10</sup>

Writing also involves not just the student's capacity to combine the written form during a sentence before paragraph, but also they need to consider that it is more difficult to create what is on their thinking to create the written: this difficult to develop an understandable text; students needful to continually jot down the practice.

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<sup>8</sup> Oshima Alice and Hogue Ann, *Introduction to Academic Writing*, third edit (New York: Pearson Education, Inc, 2007), p.15.

<sup>9</sup> J.B Heaton, *Writing English Language Tests* (New York: Longman Inc, 1988), p.135.

<sup>10</sup> Emilia Emi, *Teaching Writing: Developing Critical Learner* (Bandung: Rizqi Press, 2010), p.164.

## 2. The Writing Process

Writers are also worried about making use of incorrect written words or sentences, but, before the reader reads the text, the writers would read the paragraph. The further clearly the writer articulates the ideas, the more openly they proceed to do the exercise and discuss the terms or phrases because it is not the only thing one has to care about the capacity to formulate the words and phrases to deliver good writing. The writing method reveals that writing does not immediately occur in the writing process for forming good writing.<sup>11</sup>

Writing may be a method requiring several steps. At least, In their book, Karen Blanchard and Christine Root listed three stages in the writing process; able to write: a primary text for composition.

### Step 1: Prewriting

Thinking and organizing your ideas about your subject.

### Step 2: Writing

Write the first draft using your thoughts.

### Step 3: Revising

Improving what was written by the writer.<sup>12</sup>

It will be easier for writers to write down paragraphs and increase their writing if they follow the steps and practice writing regularly.

#### 1) Prewriting

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<sup>11</sup> Reynolds L Audrey, *Exploring Written English: A Guide for Basic Writer* (Boston: Little, Brown and Company, 1983), p.21.

<sup>12</sup> Blancard, Karen, and Cristine Root, *Ready to Write: A First Composition Text*, 3rd ed. (Logman: Pearson Education, Inc, 2003), p.41.



Prewriting means that before we write the main draft, we think, speak, read, and write about the subject. Prewriting may be a way for our brain to warm up previously we write, even though we warm our bodies up before exercising.

Before starting to write, there are some ways to warm-up:

a) Brainstorming

Brainstorming can be a simple way to produce a lot of thoughts about a subject. The goal is to build a list of as many ideas as possible without thinking about how to use them, take these steps to brainstorm:

- Start with a broad topic
- Write as many thoughts as you can about the subject in five minutes
- By answering questions about what, how, where, where, why, and who, add more things to your list
- Group related objects together on a list
- Cross out things that do not belong

b) Clustering

Another prewriting technique is clustering. It is a visible means of illustrating how circles and features contribute to your ideas. After clustering, you draw a graph of the ideas you have. In the next section, this word will be explained. On the other hand, some preparation in the classroom that encourages students to write down is pre-writing. To get

started stimulates thoughts. This takes students away from facing a blank paper to produce preliminary ideas and collects written information. The subsequent activities at this point provide school students with training experiences.<sup>13</sup>

- Brainstorming Group
- Clustering
- Writing Free Rapid
- WH Question

## 2) Writing

We spent a while considering our subject afterward. To plan for the next step, we do the required prewriting: write our paragraph inside the writing process. Using as a guide the ideas we generated from prewriting until we compose our paragraph's primary draft.

To remember, when you write:

- Begin with a sentence on the topic that states the greatest idea
- Have many sentences supporting the greatest idea
- Stick to the subject
- Organize the phrases such that the order of ideas is equal to
- Use signal words to help the reader understand how the material in your paragraph is related.<sup>14</sup>

## 3) Revising

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<sup>13</sup> Jack and Willy, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.316.

<sup>14</sup> Blancard, Karen, and Root, *Ready to Write: A First Composition Text, third edition*(Logman: Pearson Education, Inc.2003), p. 43.

An ideal paragraph on the primary effort is almost difficult to jot down. The primary initiative is referred to as the main draft. After you finish the main draft, you want to explore ways to change it. It process is calling revise.<sup>15</sup>

As students study to find out how effectively they need to express their meanings to the reader. they reexamine what was written. they review their text supported in the previous process by the feedback provided.

Another source stated that writing could be a method containing the following steps:<sup>16</sup>

- Discovery of a point often by prewriting
- Production of solid point support-often by through more prewriting
- Organizing and drafting the supporting material calls for a primary draft
- Careful editing to ensure a successful, error-free document.

### 3. Components of Writing

Five components of writing are available: content, organization, vocabulary, grammar, and mechanics.<sup>17</sup>

#### a. Content

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<sup>15</sup> Blancard, Karen, and Root, *Ready to Write: A First Composition Text, third edition*(Logman: Pearson Education, Inc.2003), p. 44.

<sup>16</sup> Langan John, *English Skills with Reading*, Sixth Edit (New York: McGraw-Hill Companie, Inc, 2006), p.20.

<sup>17</sup> J.B Heaton, *Writing English Language Test* (New York: Cambridge University, 1998),p.146.

The content of writing must be transparent to readers so that the reader could learn and receive information from the reader the message conveyed. At least one thinks that the composition should contain only one central purpose, should have unity, should have coherence and continuity, and should be adequately developed in connection with components.

b. Organization

The way we write the principles or message is structured and organized in the writing in organizing writing concerns. The purpose of the written organizational materials includes coherence, an order of significance, general to specific, specific to the general, chronological order from start to finish.

c. Vocabulary

Effectual writing both specific and scientific writing can often result in the successful use of vocabulary, and the dictionary is important. One of the writing components is vocabulary. To convey a thought, we still play vocabulary. The shortage of language makes one struggle to write what they mean and we find it difficult to pick what is necessary to assist the writings to compose the writing and thereby making it possible for readers to understand.

d. Grammar

grammar is included in the use of language in writing descriptions and other forms of writing. One that can produce grammar should be adequate grammar. We are not able to do something other than pronouncing different language components for separate functions. And grammar may also improve students' usage of a formal language.

e. Mechanics

At least two sections of mechanics, namely function and capitalization that exist in writing. The function is important because it is a way of clarifying the context. It is necessary to write capital letters. First, they used to differentiate between 11 things and specifics. Second, a formal statement and proper adjective, act, was used as the first word in citations. This feature is really important because it helps readers grasp or accept instantly what the writer means to express explicitly.

Based on the components explained above, it can be concluded that there is five component of writing is very important in writing. They are content, organization, vocabulary, grammar, and mechanics.

#### **4. Purposes of Writing**

The purposes for writing apply to the reasons for writing a writer's. They should understand the aims of the work itself as authors write, and not only the writers themselves, but also other readers their writing to see what is

written about the writing. Writing should have certain objectives to make the writing stay on track and clear who it is written to.<sup>18</sup>

1) To inform

Writing attempts to educate readers about things or something that happens exists in people around them and to provide evidence of their fact. Therefore, the information that should be precise, clear, concise, and objective. A writer may provide information in any form such as letters, papers, books, recipes, etc.

2) To explain

The information must be included in every type of writing, Not only does writing provide the readers with the information and clarify the information itself that can be understood by readers, how to deliver it and explain it well. The writers who write about the complicated topic must also ensure that it can be found out by the readers.

3) To convince

Writing may be convincing, meaning that writing allows readers to engage in their ideas or behavior. By writing, writers may blame or defend and affect the minds of readers.

4) To entertain

Besides, writing not only informs about something, but also provides writers with entertainment to freshen the mind of the reader by using humor, so writing is appealing to readers.

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<sup>18</sup> Miller K Robert, *Motives for Writing* (New York: McGraw-Hill Company, 1992), p.569-570.

It can be concluded that readers are not aware of anything for publishing containing factual information, it is understandable to explain the information itself to make the information understandable, that it is also written to persuade readers to influence the minds of the reader and also to entertain the readers by using humor. They can get started with the writing process to help students compose the entire written process to begin it.

## 5. Types of Writing

Some types of writing need to be taught, which are descriptive, recount, narrative, and procedure.<sup>19</sup>

### 1) descriptive

Descriptive displays the appearance of space-occupying things, if it is objects, buildings, or towns. The descriptive aim is to express to the reader what something looks like. It attempts to build an impression of words.<sup>20</sup>

### 2) Recount

The recount is a text that tells of past events, generally in the order in which they took place.<sup>21</sup> The recount objective is to provide the audience with an overview of what happened and why it happened. There are several types of recount newspapers, reports, conversations, speech, television interviews, etc.

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<sup>19</sup> Anderson Mark and Anderson Kathy, *Text Types in English*, Third Edit (Australia: MacMillan, 1998), p.28.

<sup>20</sup> Cowan Elizabeth, *Writing Brief Edition* (Texas: Scott, Foresman, and Company, n.d.), p.148.

<sup>21</sup> Mark and Kathy, *Text Types in English 3*, (Australia: MacMillan, 1998), p.48.

### 3) Narrative

Most generally, a narrative is defined as a story told by the storyteller. The narrative is not as simple as that. They are a structure of those kinds of features through an organization of words related to a story. Three discernible layers include this construction, the elements that make up the content of the narrative, and the agent. The key to defining a narrative is understanding these concepts. The text of the narrative is a type of writing that tells the tale of a certain situation encountered by one or more characters. It is to offer a vision of the universe that entertains the interested reader or listener.

### 4) Procedure

A procedure is a text that says how to do something to the reader or listener. It aims to guide people to do something, do something, or get anywhere. Any examples of the procedure text are recipes, itineraries, guidance handbooks, and instructions.

## C. Descriptive Text

### 1. Definition of descriptive text

Descriptive text is part of factual genres. Its social function is to identify a particular person, place, or thing.<sup>22</sup> Descriptive writing is the process by which visual images and sensory experiences are created by words.

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<sup>22</sup> Antonio Wardman, *English in Focus, for Grade VII Junior High School SMP/MTS* (Jakarta, 2008), p.122.



The descriptive is a piece of writing that can be used to teach an audience how to look at or persuade an audience from the point of view of the writer to see something.<sup>23</sup> Examples of descriptions text include descriptions of a specific building, animal, place, and person.

## 2. Description Scaffold

The Description scaffold is a reference for the creation of a text description object. Anderson state that there are three main parts of the description text. These are:

- 1) In the first paragraph or general opening statement. A teacher introduces a topic to the students in this part. A teacher could provide the students with briefs detail when, or what, of the subject.
- 2) A series of subject-related paragraphs. A teacher explains that each paragraph usually starts with a phrase about the subject. The subject sentence provides the details to be included in the remainder of the section. One feature of the topic should be described in each paragraph, and these paragraphs create a description of the topic.
- 3) A closing paragraph. The teacher asks students to conclude the end of the text is signaled by the paragraph in this part.<sup>24</sup>

## 3. The Features of Descriptive Text

The Descriptive Text features are:

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<sup>23</sup> Woodson Linda, *From Cases to Composition* (University of Texas: Scott, Foresman, and Company, n.d.), p.73.

<sup>24</sup> M Anderson and K Anderson, *Text Types in English* (Australia, 1997), p.26-27.

- 1) using a process of attribution and identification,
- 2) the use of the nominal group of classifiers and adjectives
- 3) using the tense of the simple present.

For all other kinds of writing, the foundation is descriptive writing. In the mind of the reader, descriptive writing creates a picture; it uses words to explain thoughts, sights, noises, smells, perfumes, and touches. Typical examples are an image of their cities, colleges, their classmates, etc.

A descriptive text is a text that tells what a person or thing is like. It aims to recognize and identify a particular person, place, or thing. There is two part of the descriptive text's structure generic:

- 1) Identification requires describing the phenomena to be identified.
- 2) Description involves explaining the phenomena in terms of components, qualities, and characteristics.<sup>25</sup>

The above explanations suggest two parts of the descriptive text generic structure that are description and identity. As they are a part of a descriptive text, they can not be separated. The aim of the sections of the generic structure above is to make the descriptive text more structured so that the writer can compose the descriptive text for the writer more easily.

#### **D. Picture**

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<sup>25</sup> Rudi Hartono, *Genre Based Writing* (Semarang: Unpublished, 2005),P.6.

The picture is one of the solutions for solving problems in teaching writing. Picture as media can stimulate and create students' creative power in stimulating their ability to follow learning about writing skills. It can make something more interesting for the students. It can also be a situation for writing classes to create. For language instructors, pictures as aids are spendable because they can be used in so many ways. A picture is an illustration that can be used as a depiction of a person, place, or thing in two dimensions. According to Oemar said, "Picture are all things that are manifested visually in the form of two dimensions as an outpouring of feelings or thoughts".<sup>26</sup>

Using pictures is very useful in the teaching process. Wright state that the picture contributes to improving the student's motivation and interest in the learning process.<sup>27</sup> The picture helps encourage students and can arouse their interest in learning. Assist them in developing language skills, artistic activities, and creative statements in storytelling, dramatization, reading, writing, painting, and drawing, and helping them interpret and remember the contents of reading material from textbooks. Likewise, an understanding of society can be obtained from the picture, and in certain situations, the image is the best source for research or investigation purposes.

It can be concluded that pictures can stimulate and create students' creative power in stimulating their ability to take part in learning. From the picture,

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<sup>26</sup> Hamalik Oemar, *Media Pendidikan* (Bandung: Alumni, 1986), p.43.

<sup>27</sup> Andrew Wright, *Pictures for Language Learning* (Cambridge: Cambridge University Press, 1989), p.17.

students' abilities will be more directed and can develop their thinking power after obtaining the data and information contained in the picture.

### **E. Clustering Technique**

The clustering technique is a type of prewriting that helps students to explore many ideas. Cooper and Axelrod said that clustering is an innovative action that exposes conceivable relationships between reality and ideas.<sup>28</sup> This suggests that clustering is a creative practice because people attempt to find things relevant to the topic while forming a cluster. Dietsch states "clustering is uncensored brainstorming combined with doodling clustering produces an overview of a subject, suggests specific topics, and yields details".<sup>29</sup> It is helping to develop ideas in detail and also distinct between broad and limited topics.

According to Langan, "Clustering is often referred to as diagramming, or mapping is another technique that can be used to produce content for a paper."<sup>30</sup> For people who like to think visually, this technique is helpful in learning. In clustering, lines, boxes, arrows, and circles can be used by writers to explain the relation between ideas and information that happens to them. This suggests that the technique of clustering can assist students who restrict the subject visually.

It can be understood from the above statement that clustering is a technique that can be used to generate material for a paper. For people that are visually like their thoughts and new associations, this technique helps encourage

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<sup>28</sup> Axelrod, Rise B, and Charles R Chooper, *The ST Martin's Guide to Writing* (New York: St. Martin's Inc, 1985), p.461.

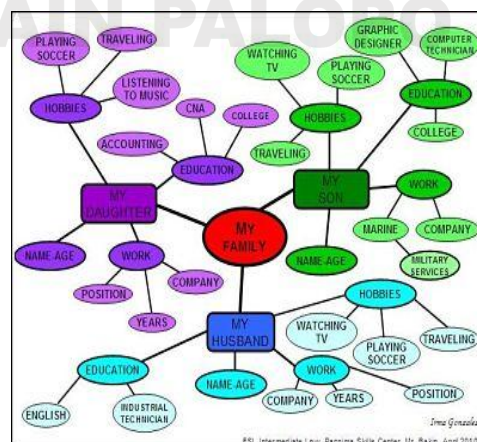
<sup>29</sup> Dietsch Mattix Betty, *Reasoning and Writing Well* (New York: McGraw Hill Company, 2003), p.26.

<sup>30</sup> Langan John, *English Skills with Reading, 6<sup>th</sup> Edition*, (New York: McGraw-Hill Companies, Inc., 2006), p.25.

them to think more creatively and start without obvious ideas. In clustering, to illustrate relationships between the ideas and information that occur, we can use lines, boxes, arrows, and circles.

Clustering can be helpful for any form of writing. writing uses it to find subtopics in a subject or to organize information in the early stages of preparing an essay. Before discovering a promising one, they will try to discard many clusters. Clustering will behave as follows:

1. Write the subject in a word or sentence in the middle of the paper and circle it.
2. Write down the main sections or core ideas of the subject in words or phrases as well. Circle these and link them in the middle paper to the subject.
3. The next step is to create facts, information, illustrations, or ideas that are important in some way to these core sections of the subject. Cluster these around the main sections.



*Figure 1.1*

*The Application of Clustering Technique*

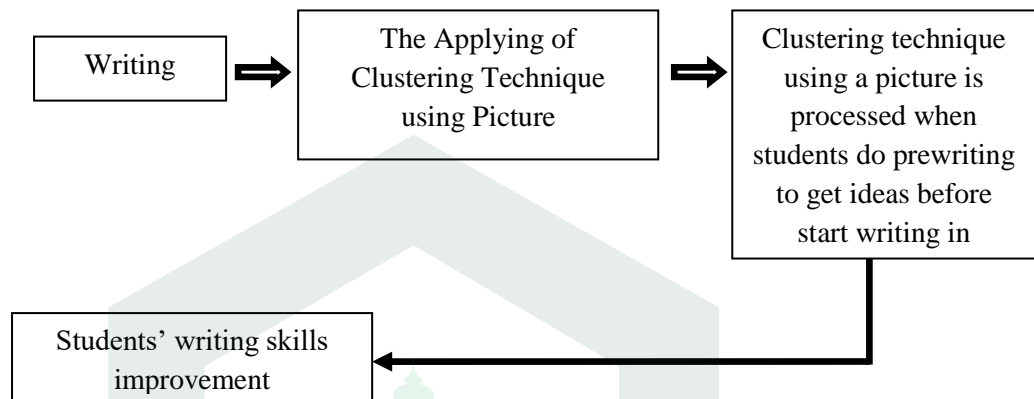
It can be inferred that in teaching writing, the clustering technique represents a person, place, and things. Round the question which was agreed. Try to include students by providing their input to the oral response in the clustering activity. Let them explore their ideas after getting the subject and make a sentence of each deserved idea.

**F. Conceptual Framework**

Writing is one of four skills in English that play a part in students' mastery of language learning and also contribute to their future professional careers. As a result, in helping students to improve their writing skills, the purposes of the method of teaching and studying English must be emphasized.

Then, the researcher decided to use the technique as one of the best solutions to solve the problems of students. The technique is chosen as one of the efficacious efforts used to deal with the students' writing problems because it has many benefits in the learning process in teaching writing. Many techniques can be used in learning. But in case the researcher will use clustering as a technique in teaching writing, especially descriptive text. Clustering is one of the prewriting activities that can help students to find more ideas before start write and this technique is helping students who visually like their thinking and a new group that makes it possible to think more creatively and to begin without obvious ideas.

In the learning process, the researcher using a picture to help students to pay attention and the students can find in learning a language is enjoyable. This research is shown in the chart as follows:



### G. Hypothesis

Base on the theories and assumption above, the researcher formulates the hypothesis as follows:

$H_a$ : The clustering technique using a picture is efficacious to improve teenagers' writing skills.

$H_o$ : The clustering technique using a picture is not efficacious to improve teenagers' writing skills.

## CHAPTER III

### METHODOLOGY

#### A. Method and Research Design

##### 1. Method

This research applied a pre-experimental method that is a pre-test and post-test one-group design to know the efficacy of the clustering technique using the picture in teaching writing for the teenage group at Limbong lotong village.

##### 2. Design

The design of this research was described as follows:

$O_1 \times O_2$

Where:

$O_1$ : Experimental class of pre-test

$O_2$ : Experimental class of post-test

X: Treatment<sup>31</sup>

#### B. Population and Sample

##### 1. Population

The population of this research was teenagers at Limbong Lotong village and age range from 14-17 years old.

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<sup>31</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabet, n.d.), p.112.



## 2. Sample

The researcher took teenagers there were 6 teenagers as a sample because the government calls for social distancing due to the Covid-19. The researcher used the purposive sampling technique because the researcher determined the sample taken with certain considerations, namely that these teenagers were students still low in writing and they have good appreciation and support for this research.

### **C. Variables of the Research**

This research consisted of two variables, the dependent variable, and the independent variable. They were the clustering technique using a picture and writing descriptive text. The variable that is observed and determined to determine the effect of the independent variable is the dependent variable. This the consequence, it could be what was an effect or altered as a result of the analysis when a dependent variable is assumed to be influenced by independent variables.

- 1) The dependent variable writing a descriptive text
- 2) Independent variables by clustering technique using picture

### **D. The instrument of the Research**

The researcher used the writing test. The objective score is classified into five scales, the components involved.

1. Content is substances of writing, the idea expressed.
2. The organization is the aim of writing organizational material that exists from start to finish.

3. Vocabulary is the words students use.
4. The proper use of syntactic patterns and structural words is grammar.
5. The mechanic is the use of the language's graphical convention.<sup>32</sup>

a) Content

**Table 3.1** The Scoring of Content

No	Score	Classification	Criteria
1	27-30	Very Good	The central idea, stand out, secondary ideas do not usurp too much focus, obvious, concentrated, and exciting details, detailed, rich, well concentrated.
2	15-26	Good	Clear the concentration, although it may not be especially captivating for the overall outcome. Help is tried, but it may be narrow or insubstantial, or too broad.
3	12-14	Fair	Lack of logical sequence and creation concepts that are confusing or detached, lack of motive or theme.
4	9-11	Poor	Not articulate, not association, very few details
5	5-8	Very Poor	No organization, not enough to determine because there is no meaningful

b) Organization

**Table 3.2** The Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent speech, obviously mentioned thoughts. Logical sequencing of supporters, well-organized, indicates that the order structure or presentation is persuasive and pushes the reader through the text. Good introduction,

<sup>32</sup> J.B Heaton, *Writing English Text* (New York: Longman, 1998).p.146

			excellent detail placement, and a solid conclusion
2	15-17	Good	The reader can quickly follow what is being written, but the overarching organization can often struggle to stand out from the apparent or key concept that inadequate sequencing is inefficient.
3	12-14	Fair	The lack of logical sequencing and the lack of fluent development. There is no direction for writing with ideas dan information
4	9-11	Poor	No communication, transfer is very weak, leaving, blurry, incomplete or confusing relation between ideas
5	5-8	Very Poor	No organization, not enough to evaluate, confusing sender

## c) Vocabulary

**Table 3.3** The Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective, clear, and precise terms, choice, and usage
2	15-17	Good	Occasionally sufficient word/idiom range, choice, and usage errors. Language conversation, though, rarely catches the reader's imagination, although the general sense is quite simple and certain terms lack precision.
3	12-14	Fair	The writer suffers from the reduction of vocabulary, groping for words
4	9-11	Poor	Several word/idiom, preference, and usage errors. Language is so ambiguous and abstract, so repetitive, devoid of information that the text simply does not feature only the widest, many repetitions, many words: the verb is poor and view in number: is, are, was, was, and dominated

5	5-8	Very Poor	The words used are almost inaccurate, colorless, not enough to test, and a lot of incorrect spelling
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## d) Grammar

**Table 3.4** The Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction for few mistakes in agreement, tense, number, word, pronoun order/function, preposition
2	20-22	Good	In complex construction, some tense errors, word error, function, pronouns, and preposition errors are an important but basic construction minor problem, but rarely mean core errors
3	16-19	Fair	Recurrent negative, consensus, tense, word, order/function, pronouns, preposition, and fragment errors are major issues in basic construction. Does not communicate
4	9-15	Poor	Grammar Governed by Mistake. Unable to understand and evaluate
5	5-8	Very Poor	Virtually not the master for sentence construction rules

## e) Mechanics

**Table 3.5** The Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem pronunciation, punctuation, capitalization, paragraph issues
2	4	Good	Little spelling mistakes, punctuation, capitalization, paragraphing
3	3	Fair	several spelling mistakes, punctuation,

			capitalization, paragraphing
4	2	Poor	lots of spelling mistakes, functions, capitalization, paragraphing
5	1	Very Poor	Writing illegible

## E. The procedure of Collecting Data

### 1. Pretest

The researcher circulated the written test before giving the treatment to know the ability of the teenagers. In the pretest, the researcher gives writing a descriptive text about the animal (dog). The pretest is given before treatment. The pretest aims to know the teenagers' writing skills in the descriptive text before giving treatment.

### 2. Treatment

After giving pretest, the researcher gives treatment to teenagers, as follow:

#### a. First Treatment

- 1) Giving the material and explain the descriptive text
- 2) Giving descriptive text examples with the theme "Animal" and analyzing the identification and description of the text.
- 3) Explaining the materials and the implementation clustering technique using a picture in writing descriptive text.
- 4) Giving the example of design clustering with the theme "animal".  
Presenting the example of the clustering technique using a picture in teaching writing descriptive text.

- 5) Giving chance for the teenagers to ask the complicated clustering technique using a picture in the learning process
- 6) Tell the teenagers to create a paragraph of descriptive text using the clustering technique with the picture “cat” in a workgroup discussion.

b. Second Treatment

- 1) Giving the material and explain the descriptive text
- 2) Giving descriptive text examples with the theme "animal" and analyzing the identification and description of the text.
- 3) Explaining the materials and the implementation clustering technique using a picture in writing descriptive text.
- 4) Giving the example of design clustering with the theme "animal". Presenting the example of the clustering technique using a picture in teaching writing descriptive text.
- 5) Giving chance for the teenagers to ask the complicated clustering technique using a picture in the learning process
- 6) Tell the teenagers to create a paragraph of descriptive text using the clustering technique with the picture “chicken” in a workgroup discussion.

c. Third Treatment

- 1) Giving the material and explain the descriptive text
- 2) Giving descriptive text examples with the theme "animal" and analyzing the identification and description of the text.

- 3) Explaining the materials and the implementation clustering technique using a picture in writing descriptive text.
- 4) Giving the example of design clustering with the theme "animal". Presenting the example of the clustering technique using a picture in teaching writing descriptive text.
- 5) Giving chance for the teenagers to ask the complicated clustering technique using a picture in the learning process
- 6) Tell the teenagers to create a paragraph of descriptive text using the clustering technique with the picture "rabbit" in a workgroup discussion.

d. Fourth Treatment

- 1) Giving the material and explain the descriptive text
- 2) Giving descriptive text examples with the theme "animal" and analyzing the identification and description of the text.
- 3) Explaining the materials and the implementation clustering technique using a picture in writing descriptive text.
- 4) Giving the example of design clustering with the theme "animal". Presenting the example of the clustering technique using a picture in teaching writing descriptive text.
- 5) Giving chance for the teenagers to ask the complicated clustering technique using a picture in the learning process

- 6) Tell the teenagers to create a paragraph of descriptive text using the clustering technique with the picture “cow” in a workgroup discussion.

e. Fifth Treatment

- 1) Giving the material and explain the descriptive text
- 2) Giving descriptive text examples with the theme “animal” and analyzing the identification and description of the text.
- 3) Explaining the materials and the implementation clustering technique using a picture in writing descriptive text.
- 4) Giving the example of design clustering with the theme “animal”. Presenting the example of the clustering technique using a picture in teaching writing descriptive text.
- 5) Giving chance for the teenagers to ask the complicated clustering technique using a picture in the learning process
- 6) Tell the teenagers to create a paragraph of descriptive text using the clustering technique with the picture "sheep” in a workgroup discussion.

1. Post-test

The researcher gives a post-test after providing a treatment to know the writing skills of the teenagers after treatment has been given to the teenagers. The post-test form is the same as the pre-test form.

## **F. The Technique of Data Analysis**

The researcher used the steps below to analyze the data:



a. The students' score correct answers pretest and posttest.

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 100$$

b. The student's score is grouped by the following criteria:

- 1) Score 96-100 rated as excellent
- 2) 86-95 ranking, rated as very good
- 3) 76-85 ranking, rated as good
- 4) 66-75 ranking, rated as fairly good
- 5) Score 56-66 rated as fairly
- 6) Score 36-55, rated as poor
- 7) A ranking of 0-35 is rated as very poor.

c. Calculating the student score rating percentage:

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

Where :

P = Percentage

F = The cumulative frequency of subjects

N = Total number of subjects<sup>33</sup>

d. When determining the mean score, standard deviation, test of significance, and standard significance. It was calculated by the researcher using SPSS 22 and used  $t_{\text{table}}$  distribution to choose the  $t_{\text{count}}$  score ( $t_0$ ).

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<sup>33</sup> L.R Gay, *Educational Research* (USA, 1981), p.225.

Besides, the researcher used the criterion of hypothesis acceptability to determine if the pretest and posttest were significantly different and also to know the acceptability of the hypothesis, which is:

If:  $t_o \geq t_t$  = Reject the null hypothesis

If:  $t_o < t_t$  = Received null hypothesis.<sup>34</sup>



**IAIN PALOPO**

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<sup>34</sup> Anas Sudijono, *Pengantar Statistic Pendidikan* (Jakarta: Raja Grafindo, 2002), p.328.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter is comprised of two sections, the first of which dealt with the researcher's findings and the second of which dealt with a discussion that refers to the results of the study, which was explained to be based on the research question.

#### A. Findings

In this part, the researcher explains the result of the test which has been gotten when the researcher researched writing skill for 5 meetings for teenager group at Limbong Lotong village the step below explains one by one about test result:

##### 1. The score of teenagers' writing skill in pre-test

**Table 4.1** Teenagers' Score of Content, Organization, Vocabulary, Grammar, and Mechanic in Pre-Test

No	Respondent	The Aspect of Writing					Score of Test
		C	V	O	G	M	
1	R1	10	13	10	13	3	49
2	R2	10	13	8	8	2	41
3	R3	7	7	8	9	2	33
4	R4	11	9	11	15	3	49
5	R5	9	8	8	8	2	35
6	R6	7	6	6	8	2	29
	Total	54	56	51	61	14	236
				Mean Score			39.33%

With this section, the researcher describes the average score of teenagers writing ability one by one starting from content, organization, vocabulary, grammar, and finally mechanic:

a. Content

**Table 4.2** The Criteria and Percentage of The Teenagers' Content in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	27-30	0	0
Good	15-26	0	0
Fair	12-14	0	0
Poor	9-11	4	66.67%
Very Poor	5-8	2	33.33%
Total		6	100%

The table showed above that the criterion and percentage of the content of the students in the pretest showed that there were not very good, good, and fair students. Four students (66.67 %) were poor and two students (33.33 %) became very poor.

b. Organization

**Table 4.3** The Rate of Percentage Score of Teenagers' Organization in PreTest

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	0	0
Fair	12-14	2	33.33%
Poor	9-11	1	16.67%
Very Poor	5-8	3	50%
Total			100%

The table showed above that the criterion and percentage of the organization of the students in the pretest showed that were not students very good and good. Two students (33.33%) got fair, 1 student (16.67%) got poor, and 3 students (50%) got very poor.

c. Vocabulary

**Table 4.4** The Criteria and Percentage Score of Teenagers' Vocabulary in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	0	0
Fair	12-14	0	0
Poor	9-11	2	33.33%
Very Poor	5-8	4	66.67%
Total			100%

The table showed above that the criterion and percentage of the students' vocabulary in the pretest showed that there were not students who very good, good, and fair. Two students (33.33%) who poor and four students (66.67%) got very poor.

d. Grammar

**Table 4.5** The Criteria and Percentage Score of Teenagers' Grammar in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	23-25	0	0
Good	20-22	0	0
Fair	16-19	0	0
Poor	9-15	3	50%
Very Poor	5-8	3	50%
Total			100%

The table showed above that the criterion and percentage of the students' grammar in the pretest showed that there were not students who very good, good, and fair. Three students (50%) who poor, and three students (50%) very poor.

e. Mechanic

**Table 4.6** The Criteria and Percentage Score of Teenagers' Mechanic in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	5	0	0
Good	4	0	0
Fair	3	2	33.33%
Poor	2	4	66.67%
Very Poor	1	0	0
Total			100%

The table showed above that the criterion and percentage of the students' mechanic in the pre-test showed that there were not students who very good, good, and very poor. Two students (33.33%) who fair and four students (66.67%) poor.

2. The Score of Teenagers' Writing Skill in Post-Test

**Table 4.7** Teenagers' Score of Content, Organization, Vocabulary, Grammar, and Mechanic in Post-Test

No	Respondent	The Aspect of Writing					Score of Test
		C	O	V	G	M	
1	R1	14	16	20	20	4	74
2	R2	14	14	20	18	4	70

3	R3	9	12	15	16	4	56
4	R4	20	17	17	22	4	80
5	R5	18	15	16	17	4	70
6	R6	14	12	14	15	3	58
Total		89	86	102	108	23	408
		Mean Score					68%

In this category the researcher describes the average score of teenagers writing skill one by one starting from content, organization, vocabulary, grammar, and finally mechanic:

a. Content

**Table 4.8** The Criteria and Percentage Score of Teenagers' Content in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	27-30	0	0
Good	15-26	2	33.33%
Fair	12-14	3	50%
Poor	9-11	1	16.67%
Very Poor	5-8	0	0
Total		6	100%

The table showed above that the criterion and percentage of the students' content in the posttest showed that there were not students who very good and very poor. Two students (33.33%) who good, 3 students (50%) fair, and one student (16.67%) poor.

b. Organization

**Table 4.9** The Criteria and Percentage Score of Teenagers' Organization in PostTest

Classification	Score	Post-Test	
		Frequency	Percentage (%)

Very Good	18-20	0	0
Good	15-17	3	50%
Fair	12-14	3	50%
Poor	9-11	0	0
Very Poor	5-8	0	0
Total			100%

The table showed above that the criterion and percentage of the students' organization in the posttest showed which there were not students who very good, poor, and very poor. Three students (50%) who good and three students (50%) fair.

#### c. Vocabulary

**Table 4.10** The Criteria and Percentage Score of Teenagers' Vocabulary in Post Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	18-20	2	33.33%
Good	15-17	3	50%
Fair	12-14	1	16.67%
Poor	9-11	0	0
Very Poor	5-8	0	0
Total			100%

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The table showed above that the criterion and percentage of the students' vocabulary in post-test showed that two students (33.33%) who very good, three students (50%) good, and one student (16.67%) fair. There were not students who poor and very poor.

#### d. Grammar

**Table 4.11** The Criteria and Percentage Score of Teenagers' Grammar in Posttest



Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	23-25	0	0
Good	20-22	2	33.33%
Fair	16-19	3	50%
Poor	9-15	1	16.67%
Very Poor	5-8	0	0
Total			100%

The table showed above that the criterion and percentage of the students' grammar in the post-test showed that were not students who very good and very poor. Two students (33.33%) who good. Three students (50%) fair and one student (16.67%) poor.

e. Mechanic

**Table 4.12** The Criteria and Percentage Score of Teenagers' Mechanic in Posttest

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	5	0	0
Good	4	5	83.33%
Fair	3	1	16.67%
Poor	2	0	0
Very Poor	1	0	0
Total			100%

The table showed above that the criterion and percentage of the students' mechanic in the post-test showed that there were not students very good, poor, and very poor. Five students (83.33%) who good and one student (16.67%) fair.

3. The Rate Percentage and Frequency of Teenagers in Pre-Test

From table the researcher calculated their scoring, classification, frequency, and percentage. There was a tabulated table as follow:

**Table 4.13** Frequency and Percentage of Teenagers' Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	-	-
4	Fairy Good	66-75	-	-
5	Fairy	56-66	-	-
6	Poor	36-55	3	50%
7	Very Poor	0-35	3	50%
	Total		6	100%

The table above shows that from 6 teenagers who joined the test, no one teenagers (0%) classified into 'excellent', 'very good', 'good', 'fairly good' and 'fairy'. 3 teenagers or 50% of the sample classified as 'poor' and 3 teenagers or 50% of the sample classified as 'very poor'.

#### 4. The Rate Percentage and Frequency of Teenagers in Post-Test

From table 12 the researcher calculated their scoring, classification, frequency, and percentage. There was a tabulated table as follow:

**Table 4.14** Frequency and Percentage of Teenagers' Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	1	16.67%
4	Fairy Good	66-75	3	50%
5	Fairy	56-65	2	33.33%
6	Poor	36-55	-	-
7	Very Poor	0-35	-	-
	Total		6	100%

The table above shows that from 6 teenagers were no students (0%) restricted into excellent, very good, poor, and very poor. There were 1 student or

16.67% of the sample classified into 'good', 3 students or 50% of the sample classified into 'fairy good', and 2 students or 33.33% of the sample classified into 'fairy'.

#### 5. Comparing Teenagers' Score in Pre-Test and Post-Test

To know whether the pre-test and post-test were significantly different, the researcher compared them into the table as follow:

**Table 4.15** The Comparing Frequency and Percentage of Teenagers' Score in Pretest and Posttest

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	-	-
3	Good	76-85	-	-	1	16.67%
4	Fairy Good	66-75	-	-	3	50%
5	Fairy	56-65	-	-	2	33.33%
6	Poor	36-55	3	50%	-	-
7	Very Poor	0-35	3	50%	-	-
	Total		6	100%	6	100%

From then on the table above, the researcher found that before treatment there were three students (50%) poor and three students (50%) very poor of the sample and following offering the treatment the students writing ability that there is an increase it was proved that there was one student (16.67%) good, three students (50%) fairy good and two students (33.33%) fairy.

#### 6. The Mean Score and Standard Deviation of Pre-Test and Post-Test

The researcher obtained the mean and standard deviation values using SPSS 22. It can be seen in the paired sample statistic table below :

**Table 4.16** The Mean Score and Standard Deviation of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	39.3333	6	8.43010	3.44158
	Post-Test	68.0000	6	9.29516	3.79473

Table 4.16 is about paired sample statistics of the pretest and posttest we can see that there is an increase in writing skill in teenagers and to find out whether the pretest and post-test differ significantly, and to determine the acceptance of the hypothesis, the researcher used test-analysis and computed it with SPSS 22. The result is as shown in the following table:

**Table 4.17** The Paired Samples Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	6	.888	.018

**Table 4.18** The Paired Sample Test of Pre-Test and Post-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Pair 1 - Post-Test	- 28.666 67	4.27395	1.7448 3	- 33.1519 0	- 24.1814 3	- 16.429	5	.000

In table 4.18, the researcher found that  $t_0(t_{count}) = 16.429$  and  $df$  (degree of freedom) = 5 While the  $t_t = 2.571$ , the degree of freedom ( $df$ ) = 5, with the standard of significant = 5%.

$$16.429 > 2.571$$

Based on the findings that ( $t_o > t_t$ ) the  $t_{count}$  higher than  $t_{table}$ . It can be terminated that there is a significant deficiency between the teenagers' writing skill score before and after teaching with the clustering technique using a picture.

## **B. Discussion**

Based on the research findings above, the researcher found out that the clustering technique using pictures is efficacious in improving students' writing skills. The result of data analysis showed up that the clustering technique using a picture in teaching writing significantly. The result of the pre-test and post-test scores of teenagers was shown to analyze the mean score and standard deviation in the case. The mean post-test score was higher than the mean pre-test score ( $68 > 39.33$ ). The pretest standard deviation was 8.43 and the posttest standard deviation was 9.29. It means that the clustering technique using a picture efficacious in improving teenagers' writing skills.

After analyzing the data, It showed that  $t_o(t_{count})$  with value (16.429) was higher than  $t_t$  (table) with value (2.571) with the degree of freedom ( $df=5$ ) and with the level significance = 0.05, so the null hypothesis ( $H_o$ ) was rebuffed and the substitute hypothesis ( $H_a$ ) was confirmed. This means that there was a significant contrast between the pretest result and the posttest.

Based on the teenagers' score in pre-test shown that from the teenagers who joined the test, no one teenagers (0%) classified into 'excellent', 'very good', 'good', 'fairly good', and 'fairy'. There were 3 teenagers or 50% of the sample classified as 'poor' and 3 teenagers or 50% of the sample classified as 'very poor'.

It means the teenagers were poor and very poor in writing. After the researcher gave treatment in post-test to the teenagers shown that from teenagers' were no students (0%) classified into 'excellent', 'very good', 'poor' and 'very poor'. There was 1 student or 16.67% of the sample classified into 'good', 3 students or 50% of the sample classified into 'fairly good', and 2 students or 33.33% of the sample classified into 'fairly'. It means there is the teenagers' growth after giving the treatment. The data analysis shows that the clustering technique using pictures is a good technique to use to help teenagers in learning writing.

There previous research related to this research which is both using clustering technique using picture but on different skills, such as the research from Nindy Fitriani (2018) concludes that the use of the technique of clustering is an efficient technique to help students achieve a sense in writing. The findings of her research indicate that the capacity of the students to write recount text increases when doing the clustering process. Sri Astuti Andayani (2017) concludes that the use of clustering techniques to teach vocabulary to students was effective in the first semester of the tenth grade of SMA Muhammadiyah Gisting. Umu Kulsum (2016) Concludes that the data presented the effectiveness of using picture toward students' writing ability in descriptive text.

Based on the research above, there is a similarity that can be found, similarities that can be found particularly in teaching. Meanwhile, the researcher focused on usage of a clustering technique with a picture to teach descriptive text writing to conduct the different research compared the previous finding.

Before the treatment of the research was given, the most problem faced by the teenagers in learning writing was mostly in the difficulty in writing itself, the low motivation in learning writing, and the lack of vocabulary in composing the good writing. This research showed that the clustering technique using picture was appropriate technique to teach writing especially in descriptive text. Therefore, this research proved the previous research that clustering technique using picture can develop all aspects of teenagers' writing including content, organization, vocabulary, grammar, and mechanic.

From the discussion above the clustering technique using a picture is a good technique to use in helping teenagers to improve their learning in English especially writing skills. For teenagers who visually like their thinking, the clustering technique is helpful. Besides this technique would encourage teenagers to arrange their thoughts before creating in a paragraph and using the picture in teaching may allow students to pay attention to things they have not seen that linked to their subject.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the study's findings and discussion, it could be concluded that the clustering technique using pictures is efficacious in improving the students' writing skills for teenagers at Limbong lotong village. It was proved by the mean score of the pre-test was 39.33 and the mean score of the post-test was 68.

#### B. Suggestions

The researcher would like to provide a few recommendations based on the result of the data review and conclusion as follow:

##### 1. For the English Teacher

The teacher can use the clustering technique using a picture to improved teenagers in writing skills because this technique has many benefits, including:

- a. Making a visual way for the students to think creatively
- b. Motivate students to think more actively
- c. Enable the students to organize their thoughts before the paragraph develops.

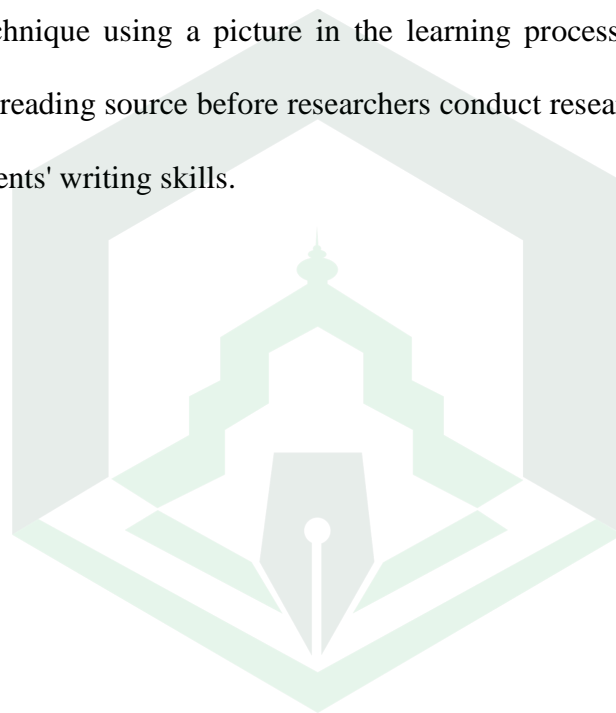
##### 2. For the English Learners



By following the steps, the students will apply and practice the clustering technique using a picture. It will encourage students to solve their writing problems and improve their writing skills.

### 3. For the Further Researchers

The researchers in the future can also examine the efficacy of the clustering technique using a picture in the learning process and it can be used research as a reading source before researchers conduct research related to how to improve students' writing skills.

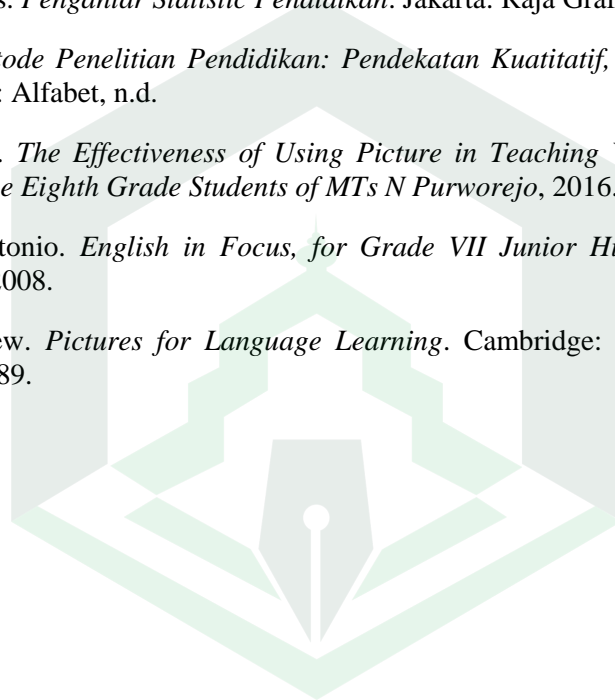


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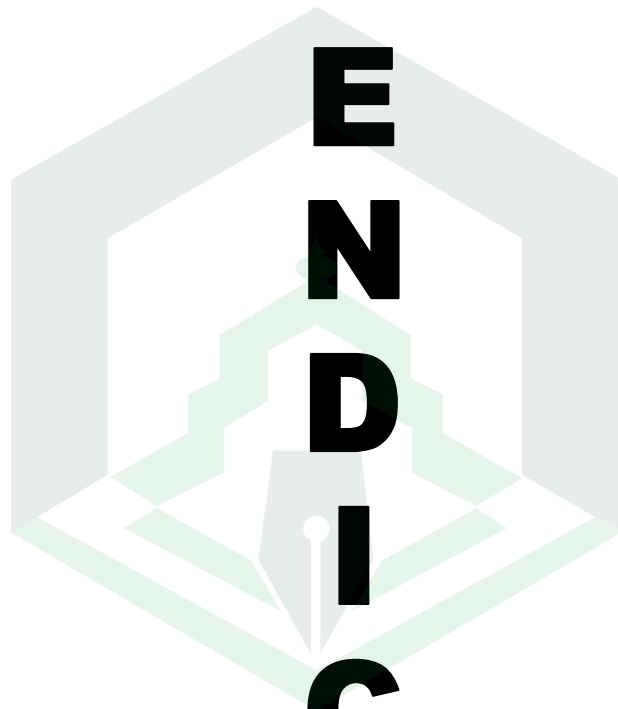
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# **A P P E N D I C E S**



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## APPENDIX 1

### LESSON PLAN

Mata Pelajaran : Bahasa Inggris  
Materi Pokok: :Descriptive Text  
Alokasi Waktu : 12 jam pelajaran @45 menit  
Jumlah Pertemuan : 5 Pertemuan

#### A. Tujuan Pembelajaran

1. Siswa mampu memahami fungsi teks descriptive
2. Siswa mampu membuat teks descriptive

#### B. Materi Pembelajaran

##### Text descriptive

A descriptive text is a text that tells or describes the characteristic features of a specific person, place, and thing. There is a generic structure to a descriptive text:

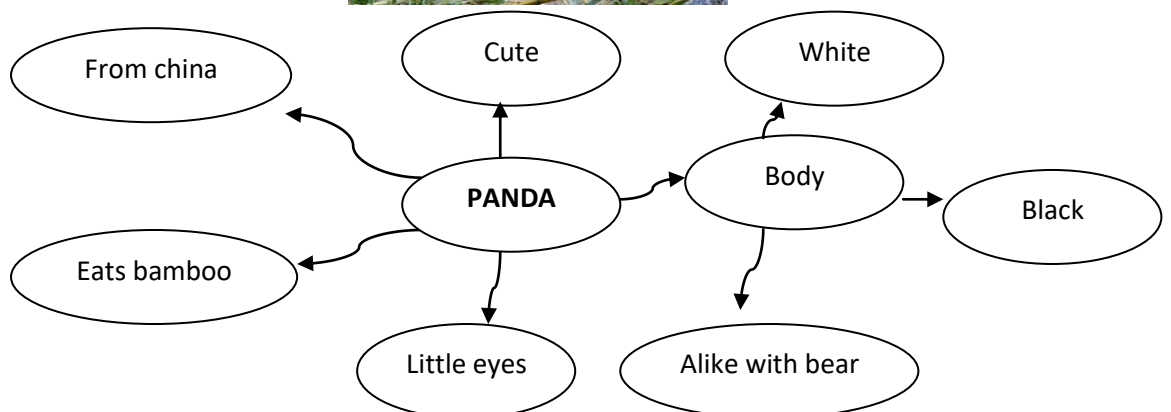
##### 1. Identification

Identify the phenomenon to be described. A name, place, etc.

##### 2. Description

It describes the characteristic features of the subject, such as physical appearance, habitual behavior, and significant attributes.

#### Example of Design Clustering Technique (describing animal)



## Panda

In the picture, there is a panda. Panda is an animal from China. Panda's body is almost looking like the bear. Panda looks like a tame animal but it is not. Panda eats bamboo and they almost eat 40 kg of bamboo in just one day. Panda is a cute animal. It has little eyes with black spots around it. His body is black and white.

### C. Langkah-langkah Pembelajaran

#### Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"><li>▪ Guru memberikan salam</li><li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li><li>▪ Guru mengecek kehadiran peserta didik.</li><li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar, dan lain-lain.</li><li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li></ul>	15
Inti	<ul style="list-style-type: none"><li>▪ Guru menjelaskan tentang materi Descriptive text</li><li>▪ Siswa diberikan contoh menggunakan teknik clustering</li><li>• Guru memberikan gambar hewan (cat) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li><li>• Siswa diminta untuk menggunakan teknik clustering dalam menulis kosakata yang mereka pikirkan terkait</li></ul>	60

	<p>dengan gambar sebelum mereka menulis dalam bentuk paragraf.</p> <ul style="list-style-type: none"> <li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li> <li>• Setelah 5 menit, Siswa diminta untuk membuat paragraf dengan kosakata yang mereka sudah kerjakan menggunakan teknik clustering.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.</li> <li>▪ Guru mengucapkan "Salam" kepada Siswa..</li> </ul>	15

## Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> <li>▪ Guru memberikan salam</li> <li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li> <li>▪ Guru mengecek kehadiran peserta didik.</li> <li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain-lain.</li> <li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li> </ul>	15

Inti	<ul style="list-style-type: none"> <li>▪ Guru menjelaskan tentang materi Descriptive text</li> <li>▪ Siswa diberikan contoh menggunakan teknik clustering</li> <li>• Guru memberikan gambar hewan (chicken) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li> <li>• Siswa diminta untuk menggunakan teknik clustering dalam menulis kosakata yang mereka pikirkan terkait dengan gambar sebelum mereka menulis dalam bentuk paragraf.</li> <li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li> </ul> <p>Setelah 5 menit, Siswa diminta untuk membuat paragraf dengan kosakata yang mereka sudah kerjakan menggunakan teknik clustering.</p>	60
Penutup	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.</li> </ul> <p>Guru mengucapkan "Salam" kepada Siswa..</p>	15

### Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> <li>▪ Guru memberikan salam</li> </ul>	15



	<ul style="list-style-type: none"> <li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li> <li>▪ Guru mengecek kehadiran peserta didik.</li> <li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain-lain.</li> <li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li> </ul>	
Inti	<ul style="list-style-type: none"> <li>▪ Guru menjelaskan tentang materi Descriptive text</li> <li>▪ Siswa diberikan contoh menggunakan teknik clustering</li> <li>• Guru memberikan gambar hewan (rabbit) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li> <li>• Siswa diminta untuk menggunakan teknik clustering dalam menulis kosakata yang mereka pikirkan terkait dengan gambar sebelum mereka menulis dalam bentuk paragraf.</li> <li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li> <li>▪ Setelah 5 menit, Siswa diminta untuk membuat paragraf dengan kosakata yang mereka sudah kerjakan menggunakan teknik clustering.</li> </ul>	60
Penutup	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.</li> <li>▪ Guru mengucapkan "Salam" kepada Siswa..</li> </ul>	15

#### Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"><li>▪ Guru memberikan salam</li><li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li><li>▪ Guru mengecek kehadiran peserta didik.</li><li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar, dan lain-lain.</li><li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li></ul>	15
Inti	<ul style="list-style-type: none"><li>▪ Guru menjelaskan tentang materi Descriptive text</li><li>▪ Siswa diberikan contoh menggunakan teknik clustering</li><li>• Guru memberikan gambar hewan (cow) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li><li>• Siswa diminta untuk menggunakan teknik clustering dalam menulis kosakata yang mereka pikirkan terkait dengan gambar sebelum mereka menulis dalam bentuk paragraf.</li><li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li><li>▪ Setelah 5 menit, Siswa diminta untuk membuat paragraf dengan kosakata yang mereka sudah kerjakan menggunakan teknik clustering.</li></ul>	60

Penutup	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.</li> <li>▪ Guru mengucapkan "Salam" kepada Siswa..</li> </ul>	15
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### Pertemuan ke-5

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> <li>▪ Guru memberikan salam</li> <li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li> <li>▪ Guru mengecek kehadiran peserta didik.</li> <li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain-lain.</li> <li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li> </ul>	15
Inti	<ul style="list-style-type: none"> <li>▪ Guru menjelaskan tentang materi Descriptive text</li> <li>▪ Siswa diberikan contoh menggunakan teknik clustering</li> <li>• Guru memberikan gambar hewan (sheep) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li> <li>• Siswa diminta untuk menggunakan teknik clustering dalam menulis kosakata yang mereka pikirkan terkait dengan gambar sebelum mereka menulis dalam bentuk</li> </ul>	60

	<p>paragraf.</p> <ul style="list-style-type: none"> <li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li> <li>▪ Setelah 5 menit, Siswa diminta untuk membuat paragraf dengan kosakata yang mereka sudah kerjakan menggunakan teknik clustering.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.</li> <li>▪ Guru mengucapkan "Salam" kepada Siswa..</li> </ul>	15

#### D. Sumber Belajar/Bahan Ajar/Alat

##### 1. Sumber Belajar

- buku refensi yang relevan,
- Kamus

##### 2. Media/Alat:

- *Worksheet* atau lembar kerja(siswa)
- Suara Guru
- Spidol, papantulis

#### F. Penilaian

##### a. Content

No	Score	Classification	Criteria

1	27-30	Very Good	Detail yang jelas, terfokus, dan menarik, lengkap, kaya, fokus baik, gagasan utama, menonjol, gagasan sekunder tidak menarik banyak perhatian
2	15-26	Good	Fokus, meskipun hasil keseluruhan mungkin tidak terlalu menawan. Dukungan telah dicoba, tetapi mungkin terbatas atau jelas, tidak substansial, terlalu umum
3	12-14	Fair	Kurangnya urutan logis dan gagasan pengembangan yang membingungkan atau terputus, tidak memiliki tujuan atau tema
4	9-11	Poor	Tidak lancar, tidak berkomunikasi, informasi sangat terbatas
5	5-8	Very Poor	Tidak ada organisasi, tidak cukup evaluasi karena tidak bermakna

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### b. Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Ekspresi yang lancar, ide-ide dengan jelas. Pendukung pengurutan logis, terorganisir

			dengan baik berarti struktur urutan atau presentasi menarik dan menggerakkan pembaca melalui teks. Pengenalan yang bagus, penempatan detail yang bagus, dan kesimpulan yang kuat
2	15-17	Good	Pembaca dapat dengan mudah mengikuti apa yang dikatakan, tetapi keseluruhan organisasi terkadang tidak efektif, buruk hingga jelas atau ide utama menonjol logis menjadi pengurutan yang tidak lengkap
3	12-14	Fair	Kurangnya pengurutan logis dan pengembangan tidak lancar. Tulisannya kurang terarah, dengan ide, detail
4	9-11	Poor	Tidak dikomunikasikan, transisi sangat lemah, meninggalkan, hubungan antara ide kabur, tidak lengkap atau membingungkan
5	5-8	Very Poor	Tidak ada organisasi, tidak cukup untuk mengevaluasi, membingungkan pengirim

c. Vocabulary

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No	Score	Classification	Criteria
1	18-20	Very Good	Kata-kata yang efektif, pilihan, dan penggunaan, spesifik dan akurat
2	15-17	Good	Rentang yang memadai sesekali kesalahan kata / idiom, pilihan, dan penggunaan. Komunikasi bahasa tetapi jarang menangkap imajinasi pembaca, sementara arti keseluruhannya cukup jelas, beberapa kata mungkin kurang presisi
3	12-14	Fair	Penulis berjuang dengan kosakata yang dihilangkan, pengelompokan kata-kata
4	9-11	Poor	Banyak kesalahan kata / idiom, pilihan, dan penggunaan. Bahasa begitu kabur dan abstrak, begitu mubazir, tanpa detail sehingga hanya pengulangan yang paling luas, banyak, seringkali kata-kata tidak sesuai dengan teks: kata kerja lemah dan pandangan dalam jumlah: adalah, sedang, dulu, dulu, dan didominasi
5	5-8	Very Poor	Hampir kata-kata yang digunakan salah, tidak berwarna, tidak cukup untuk dievaluasi, dan banyak yang salah eja

d. Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Konstruksi kompleks yang efektif beberapa kesalahan kesepakatan, bentuk kata, angka, kata, kata ganti urutan / fungsi, preposisi
2	20-22	Good	Konstruksi efektif tapi sederhana Masalah kecil dalam konstruksi kompleks beberapa kesalahan tense, kesalahan kata, fungsi, kata ganti, dan preposisi tetapi arti jarang dari inti
3	16-19	Fair	Masalah utama dalam konstruksi sederhana, sering terjadi kesalahan negative, agreement, tense, word, order / function, pronoun, preposition, dan fragment. Tidak komunikasi
4	9-15	Poor	Didominasi oleh kesalahan tata bahasa. Tidak dapat memahami dan mengevaluasi
5	5-8	Very Poor	Sebenarnya bukan ahli aturan konstruksi kalimat

e. Mechanics

No	Score	Classification	Criteria
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1	5	Very Good	Demonstrasi penguasaan konvensi, bukan masalah ejaan, tanda baca, kapitalisasi, paragraf
2	4	Good	Beberapa kesalahan ejaan, tanda baca, kapitalisasi, paragraph
3	3	Fair	Beberapa kesalahan ejaan, tanda baca, huruf besar, paragraph
4	2	Poor	Banyak kesalahan ejaan, fungsi, kapitalisasi, paragraph
5	1	Very Poor	Tulisan tidak terbaca

Palopo, 2020

Researcher,

Mirawati

16 0202 0035

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## Appendix 2 Teenagers' Score in Pre-Test and Post-Test

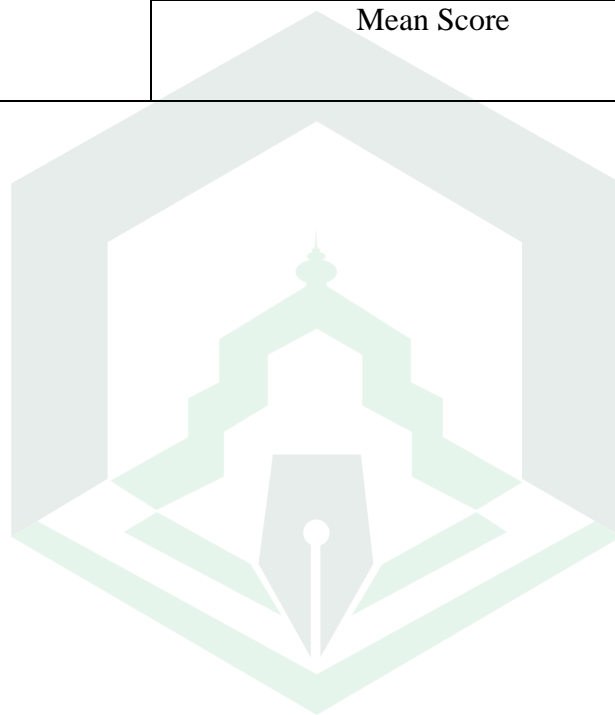
### a. Teenagers' score in pre-test

No	Respondent	The Aspect of Writing					Score of Test
		C	V	O	G	M	
1	R1	10	13	10	13	3	49
2	R2	10	13	8	8	2	41
3	R3	7	7	8	9	2	33
4	R4	11	9	11	15	3	49
5	R5	9	8	8	8	2	35
6	R6	7	6	6	8	2	29
Total		54	56	51	61	14	236
		Mean Score					39.33%

### b. Teenagers' score in post-test

No	Respondent	The Aspect of Writing					Score of Test
		C	O	V	G	M	
1	R1	14	16	20	20	4	74
2	R2	14	14	20	18	4	70
3	R3	9	12	15	16	4	56

4	R4	20	17	17	22	4	80
5	R5	18	15	16	17	4	70
6	R6	14	12	14	15	3	58
Total		89	86	102	108	23	408
		Mean Score					68%



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### Appendix 3 Teenagers' Worksheet

Name : Naymunah Naywatul  
Age : 14

#### PRE-TEST

1. Write the descriptive text about describing animal (dog)!

My neighbor has a dog. his dog is very rude. I am afraid walk in front of house because the dog hunting me so I am afraid. The dog is black white and has teeth like a Vampire.

C: 10  
O: 13  
V: 10  
G: 13  
M: 3

49

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Name : Aisyah  
Age : 14

**PRE-TEST**

1. Write the descriptive text about describing animal (dog)!

Dog is body of animal. dog like meat and  
dog has many colour like brown, black, white etc  
dog very loyal to the owners.  
dog always protect when the owner is in danger.

C = 9  
O = 11  
V = 15  
G = 13  
M = 3

49

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Name : Al-Muhammad  
Age : 17

PRE-TEST

1. Write the descriptive text about describing animal (dog)!

Dog is the animals closest to humans. He is an active animals, he is black and white, meat eater, and similar to a wolf

C : 10  
D : 13  
V : 8  
G : 8  
M : 2

41

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Name : Maymura Nagawati  
Age : 14

POST-TEST

1. Write the descriptive text about describing animal using clustering technique!



C : 14  
O : 16  
S : 20  
G : 20  
M : 4  
74



In the picture I can see a dog like wolf. dog sit alone in the garden. Dog has Fat Body white and gray Fur. It's Fur is very smooth. dog favorite food is meat and bones like chicken bone, Fish bone etc. dog have a very sharp smell little snout and dog have four foot. The dog looks confused and look sad maybe it see its owner playing in the garden. it has black neck like his own.

Name : Aisyah  
Age : 19

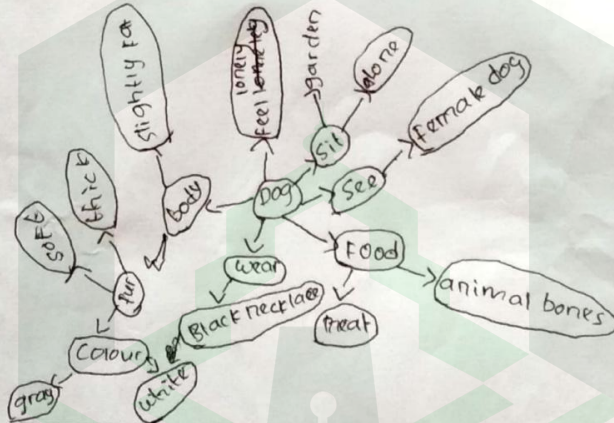
POST-TEST

1. Write the descriptive text about describing animal using clustering technique!



C : 20  
O : 17  
J : 17  
B : 22  
M : 4

80



In the picture there is dog sitting in the garden. dog see something in front of its. maybe, it's a female dog because it sit alone and feel lonely.

I can see dog has a slightly fat body and thick white and gray fur. it fur looks like soft fur and dog also wearing a black necklace - dog really like meat and other animal bones.



Name : Al-Mujabbid  
Age : 17

POST-TEST

1. Write the descriptive text about describing animal using clustering technique!



C : 14  
O : 14  
J : 20  
G : 18  
M : A

70



In the picture there is a Dog, a like wolf, Dog is dangerous animal, dog eat meat and rice, Dog has grey and white Fur sometimes Black, see many people take care of.

Dog is sitting in the field and see something interesting, its face is like sad.

## DOCUMENTATION





**PEMERINTAH KOTA PALOPO  
KECAMATAN TELLUWANUA  
KELURAHAN JAYA**

Alamat : Jln. Dr. Ratulangi KM.13 Poros Palopo-Masamba

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : 081 / 11 / KJ / X / 2020

Yang bertanda tangan dibawah ini :

N a m a : RUSDIANTO,SE

Jabatan : Lurah Jaya

Menerangkan bahwa :

Nama : MIRAWATI

N I M : 16020200035

Jurusan : Pendidikan Bahasa Inggris

Judul Penelitian : The Efficacy of Clustering Technique Using Picture in Teaching Writing for Teenager Group at Limbong Lotong Village

Telah selesai melakukan penelitian sesuai judul diatas di wilayah Limbong Lotong RT 04 RW.05 Kelurahan Jaya Kecamatan Telluwanua Kota Palopo.

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 30 Juni 2020

Lurah Jaya



IAIN PALOPO