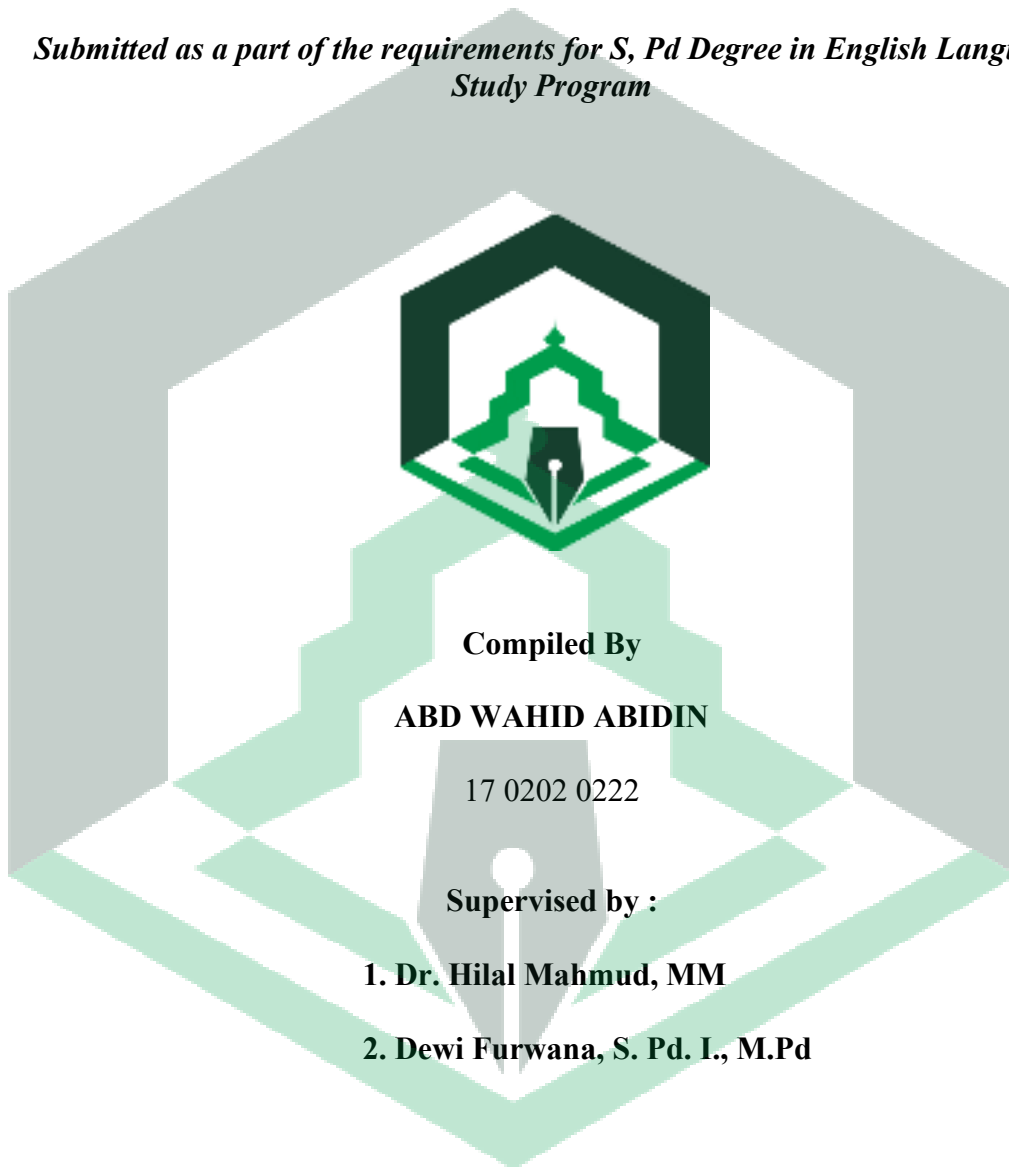


**THE USE OF CLUSTERING TECHNIQUE IN IMPROVING  
STUDENT'S WRITING SKILL ON DESCRIPTIVE TEXT  
OF THE ELEVENTH GRADE AT MAN PALOPO**

**A Thesis**

*Submitted as a part of the requirements for S, Pd Degree in English Language  
Study Program*



**Compiled By**

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Palopo, 8 April 2022

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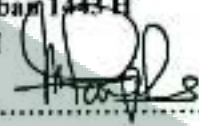
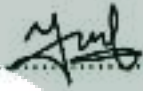



## THESIS APPROVAL

This thesis entitled "The Use of Clustering Technique in Improving Student's Writing Skill on Descriptive Text of The Eleventh Grade at MAN Palopo" Which is Written by Abd. Wahid Abidin, Reg. Number. 17.0202.0222, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munasqayah session which is carried out Friday, 8<sup>th</sup> of April 2022 M, coincided with 2<sup>nd</sup> Saykban 1443 H, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Monday, 25<sup>th</sup> April 2022

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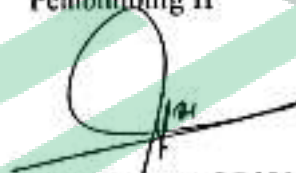
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The research hopes that this thesis can provide value for students and English students teachers as well as the reader. The researcher hopes that this thesis can be useful for everyone.



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## ABSTRACT

Abd Wahid Abidin, 2022. “ The Use Of Clustering Technique In Improving Students’ Writing Skill On Descriptive Text of eleventh grade At MAN Palopo ”. **A Thesis Of The English Department Study Program Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Palopo. Supervised By: Hilal Mahmud and Dewi Furwana**

This research is about the use of the clustering technique in improving students writing skills on the descriptive text of the eleventh grade at MAN Palopo. The research question of this research: Is the use of the clustering technique effective in improving students writing skills on the descriptive text at MAN Palopo?. The objective of this research is to find out whether or not the use of the clustering technique is effective in improving students writing skills on the descriptive text at MAN Palopo. The method of this research is pre-experimental. The population in this research is all of the students in eleventh grade consisting of 298 students at Man Palopo. The sample is class XI MIPA 3 MAN Palopo with a total of 20 students. The technique of sampling in this research is the purposive sample. The instrument of this research is the writing test which consists of a pre-test and a post-test. After giving treatment using the clustering technique in writing descriptive text, the mean score of the post-test result is (79.0) which is higher than the mean score of the pre-test result is (64.0). This can be revealed from hypothesis testing, which shows that Sig. (2-tailed) result score was 0.000 less than 0.05. It means H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. In other words, there is a significant effect of using the Clustering technique on the effectiveness of students writing descriptive text at MAN Palopo.

**Keywords: Clustering Technique, Writing Skill, Descriptive Text.**

# CHAPTER 1

## INTRODUCTION

### **A. Background**

English is an international language used by people in the world to communicate with each other. In this modern era, almost all aspects of life use English, from politics, economics, technology, education, science, and even culture. In Indonesia, English is the first foreign language that must be studied by students and is even one of the requirements to pass the national exam.

In teaching English, four skills must be mastered, namely listening, speaking, reading, and writing. "Listening and reading" were classified as receptive skills and "speaking and writing" were classified as productive skills. Of the four skills, writing is the most difficult ability for students to master. This can be seen not only in generating and organizing ideas but also in translating these ideas into readable text.<sup>1</sup> In writing activities, patience and discipline are needed in completing the writing so that later the writing we make can be understood by the reader. Therefore, teachers as educators are required extra to present interesting and easy-to-understand lessons to facilitate students in the writing process. Of course, this is a challenge for teachers in the success of the teaching writing activity.

---

<sup>1</sup> Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice* (New York: Cambridge University Press, 2002), 303, <https://doi.org/10.1017/CBO9780511667190>.

Writing is a communication tool, by mastering writing skills we can convey our ideas into written media, not only writing down important things that happen but also mastering these skills will greatly affect our lives. As we know in this modern world mastery of writing skills is very necessary, this not only helps us in our communication but also allows us to succeed in the future. Writing helps you think and learn, enhances your chances of success, contributes to your personal development, and strengthens your relationships with other people.<sup>2</sup> Writing not only offers ways of reclaiming the past but is a critical skill for shaping the future.<sup>3</sup> Therefore, students are highly required to master this skill because it can bring a lot of benefits for their future life.

Based on several research conducted on students' writing skills, it was found that students' writing skills were still low. students often find it difficult to organize their ideas into paragraphs or text, this causes them difficulty in conveying messages to readers.<sup>4</sup> The problem is most of the students were difficult to find and others do not have an idea in writing.<sup>5</sup> Students said that if we want to be able to write, we must have a lot of vocabulary and understand how to write grammatically.<sup>6</sup>

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<sup>2</sup> Rise B Axelrod and Charles R Cooper, *The St. Martins Guide To Write*, 9th ed. (The United States of America: Bedford/St. Martin's, 2010), 1.

<sup>3</sup> Florian Columnas, *Writing Systems: An Introduction To Their Linguistic Analysis* (New York: Cambridge University Press, 2003), 1.

<sup>4</sup> Dyah Aminatun and Sri Marmanto, "Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences" 16 (2018): 7.

<sup>5</sup> Sintawati Yulianti, Siska Nuraeni, and Aseptiana Parmawati, "IMPROVING STUDENTS' WRITING SKILL USING BRAINWRITING STRATEGY," *PROJECT (Professional Journal of English Education)* 2, no. 5 (September 15, 2019): 714, <https://doi.org/10.22460/project.v2i5.p714-721>.

<sup>6</sup> Fiernando Septiawan, "3 - Fiernando Septiawan," *Journal of Applied Linguistics*, 2020, 12.

In the 2013 curriculum which is intended for high school students, one type of text that students must master is descriptive text. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds.<sup>7</sup> Students are required to master the descriptive text where the aim is that students can express and convey their ideas about something so that readers who read the text will get new information or knowledge following the purpose of the description text.

Based on the pre-observations that had been done by the researcher of the PLP (Professional Training Program) II activities at MAN Palopo, the researcher found problems in the descriptive text assignments that had been given. Many students have difficulties expressing their ideas and feelings in writing descriptive text. This is influenced by the lack of vocabulary and students' ability to generate ideas in writing descriptive text. This makes teaching writing activities monotonous. As a result, students become bored in writing learning activities.<sup>8</sup>

Knowing this, the researcher wants to use a technique that can solve problems in writing students' descriptive texts. In writing, many techniques can be used, one of which is the clustering technique. In the clustering technique, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.<sup>9</sup> The application of clustering techniques is very easy and trains students' creativity in generating ideas. The clustering technique is another

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<sup>7</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3rd ed. (New York: Pearson Education, Inc, 2007), 61.

<sup>8</sup> Mrs. Rahmawati, SS (English teacher of MAN Palopo). 06 June 2021. MAN Palopo.

<sup>9</sup> Jhon Langan, *Exploring Writing Sentence and Paragraphs*, 2nd ed. (New York: McGraw-Hill, 2010), 22.



brainstorming activity you can use to generate ideas.<sup>10</sup> This technique helps the writer to generate and group ideas into paper so that the writer can see how the ideas are related to one another. Using this technique will make the writing process easy and fun because, in addition to helping students in collecting words, it will also stimulate students' imaginations about something, of course, this will make the learning process fun.

Based on several research that has been conducted regarding the use of clustering techniques in improving students' writing skills, Yeni Riska in her research stated that the application of clustering techniques can improve students' ability in writing report texts.<sup>11</sup> The next research is Amm Amalia's research which states that using the clustering technique makes it easy and makes students feel happy and interested in writing narrative texts which results in better writing.<sup>12</sup> Based on some of the research that has been done, the researcher is interested in knowing whether the use of clustering technique can be used to improve students writing skills on the descriptive text at MAN Palopo.

Based on this background, the researcher wants to conduct pre-experimental research with the title "The Use Of Clustering Technique In Improving Students Writing Skill On Descriptive Text Of The Eleventh Grade At MAN Palopo".

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<sup>10</sup> Sandra Scary and Jhon Scary, *The Writer's Workplace with Readings: Building Colledge Writing Skill*, 7th ed. (Boston: Wadsworth Cengage Learning, 2010), 10.

<sup>11</sup> Yeni Riska, "Improving Students' Writing Ability in Report Texts Through Clustering Techniques for Class XI Students of SMAN 1 Siabu" (Thesis, IAIN Padangsimpuan, 2017).

<sup>12</sup> Aam Amalia, "The Use of Clustering Techniques to Improve Students' Writing Skills in Narrative Texts of Class VIII Students of SMP Nusantara Tuntang" (Thesis, IAIN Salatiga, 2018).

## **E. Research Question**

Based on the background that has been stated above, the researcher formulates the research question: Is the use of the clustering technique effective in improving students' writing skills on the descriptive text at MAN Palopo?

## **F. Objective Of The Research**

The objective of this research is to find out whether or not the use of the clustering technique is effective in improving students' writing skills on the descriptive text at MAN Palopo.

## **G. Significance Of The Research**

The significance of this research was intended as information about the use of clustering techniques in teaching writing descriptive texts.

1. For teachers, provided references to the use of clustering techniques in teaching writing activities that make the teacher more creative and fun in delivering material.
2. For students, provided input to students to improve their writing skills used easy and fun techniques
3. For readers, this research was expected to provide information in improving writing skills and also as reference material in conducting research related to writing problems.

## **H. Scope of the Research**

The scope of the research would be restricted to the use of clustering techniques in improving writing skills on descriptive texts. The research focused on descriptive texts that used clustering techniques which would be assessed

through the writing score rubric, namely: content, organization, vocabulary, grammar, and mechanics.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of previous research

The following are previous research related to the use of clustering techniques in improving students' writing skills:

First, Yeni Riska's (2017) research under the title "Improving Students' Writing Ability in Report Texts Through Clustering Techniques for Class XI Students of SMAN 1 Siabu". The method used is classroom action research (CAR) using the design of Kemmis and McTaggart, which consists of four steps, namely planning, action, observation, and reflection. The population in this research was 28 students of class XI IPA3 at SMAN 1 Siabu. The data instruments were tests and observations. The data analysis technique used the mean score and t-test. The results showed an increase in students' writing skills in writing report text using clustering techniques. Based on the difference in the results of the first cycle test, namely 58.92 (25%) and the second test in cycle II 83.28 (89.28%). It can be concluded that the application of clustering techniques can improve students' ability to write report text.<sup>1</sup>

Second, Aam Amalia's (2018) with the research title "The Use of Clustering Techniques to Improve Students' Writing Skills in Narrative Texts of Class VIII Students of SMP Nusantara Tuntang, 2017/2018 Academic Year". The research method used was Classroom Action (CAR). The use of two cycles in each cycle consists of planning, action, observation, and reflection. data collection

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<sup>1</sup> Riska, "Improving Students' Writing Ability in Report Texts Through Clustering Techniques for Class XI Students of SMAN 1 Siabu."

is done by observation, tests, and documentation. The results of this study indicate that the minimum completeness proportion in the pre-test cycle 1 is 40% and the post-test is 65%. Whereas in cycle 2 the minimum completeness value at pre-test was 80% and post-test was 100%. The results of t count cycle 1 (3.526) and cycle 2 (4.792) are higher than the t table (2.093). This shows that the clustering technique can improve students' narrative text writing skills.<sup>2</sup>

Third, Aditya Putra Mahardhika Pratama's (2019) with the research title "Application of Clustering Techniques to Improve Student Ability in Writing Hortatory Exposition Texts in Class II SMA Negeri 9 Bandar Lampung". This study uses a quantitative approach using one group pre-test and post-test design. The population in this study were second-grade students of SMA Negeri 9 Bandar with a sample of 24 students. The data was collected by writing the pretest and posttest hortatory exposition text. Data analysis was performed using a repeated t-test whose significance was determined by  $p < 0.05$ . The results showed that the t value (11,524) was higher than the t table value (2,069). This means that there is an increase in students after the clustering technique is applied. Based on these results, it can be denied that the use of clustering techniques can improve the ability to write hortatory exposition texts.<sup>3</sup>

The difference between previous research and this research is first, Yeni Riska's research focuses on report texts using classroom action research methods,

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<sup>2</sup> Aam Amalia, "The Use of Clustering Techniques to Improve Students' Writing Skills in Narrative Texts of Class VIII Students of SMP Nusantara Tuntang."

<sup>3</sup> Aditya Putra Mahardhika Pratama, "Application of Clustering Techniques to Improve Student Ability in Writing Hortatory Exposition Texts in Class II SMA Negeri 9 Bandar Lampung" (Thesis, University of Lampung, 2019).

while this research focuses on descriptive texts with experimental methods. Second, Aam Amalia's research focuses on narrative texts with classroom action research methods, while this research focuses on descriptive texts with experimental methods. Aam Amalia's research was conducted in junior high schools while this research is conducted in senior high schools. Third, Aditya Putra Mahardhika Pratama's research focuses on Hortatory Exposition Text with a quantitative research design, while this research focuses on descriptive text with experimental methods. The similarities between the previous research and this research will use clustering techniques in teaching writing.

#### **E. Some Pertinent Ideas**

##### **1. Writing skill**

##### **a. Definition of Writing Skill**

Writing activities are means of self-expression and mastering writing skills will help us in pouring ideas into written media well and easily understood by readers. By mastering writing skills, we can write about something, both for our needs and others. Therefore, in making good writing it is very necessary to master this writing skill. In writing activities, we not only produce words and sentences and then pour them into written media, but we also have to pay attention to how the words are placed. In addition to pouring ideas into writing, we must also pay attention to the content, organization, vocabulary, grammar, and proper mechanism. In other words, in writing activities, we produce words or sentences and must process these words so that they are easily understood by readers. Mastery of writing skills is very important, especially in today's era, this is

because almost all professions related to documentation need it.<sup>4</sup> Writing skill is an ability that is needed when pouring ideas into writing, by mastering writing skills we can convey our ideas into written media properly and correctly, not only writing down important things that happen but also mastering these skills will be very important. affect our lives. By mastering writing skills, it allows us to communicate ideas or messages clearly and easily in the writing that is made.

Therefore, students are highly required to master this writing skill because it can bring many benefits to living in the future. Students need to improve their writing skills this is not only a way to gain good knowledge in improving effective writing skills but it can also help them to get successful work in the future.<sup>5</sup> Knowing that mastering this skill will be very beneficial for life, of course it takes perseverance and patience to master it. Students' writing skills can be developed by giving them a good atmosphere in producing authentic writing and giving recognition to students' interest in writing.<sup>6</sup> By providing the right methods and strategies in teaching writing, it will be easier for students to master these skills which will certainly be useful for their lives.

Based on the description above, it can be concluded that writing skill is important skills that must be mastered in writing activities. This writing skill includes all knowledge and abilities related to expressing ideas through written

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<sup>4</sup> Sadiq Abdulwahed Ahmed Ismail, "Exploring Students' Perceptions of ESL Writing," *English Language Teaching* 4, no. 2 (June 1, 2011): 73, <https://doi.org/10.5539/elt.v4n2p73>.

<sup>5</sup> Fatin Khairani Khairul Azam, Fadziana Fadhil, and Melor Md. Yunus, "Enhancing ESL Learners' Writing Skills via ProvWrit," *International Journal of Academic Research in Business and Social Sciences* 9, no. 1 (February 7, 2019): 661, <https://doi.org/10.6007/IJARBSS/v9-i1/5467>.

<sup>6</sup> Melanie Selvaraj and Azlina Abdul Aziz, "Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms," *International Journal of Academic Research in Progressive Education and Development* 8, no. 4 (November 29, 2019): 452, <https://doi.org/10.6007/IJARPED/v8-i4/6564>.

media. Of course, mastery of these skills will help us in producing quality writing. In addition to making it easier to produce good writing, mastering these writing skills will bring many benefits to future writers, especially in the work environment.

#### b. Types of Writing Skill

There are 4 types of writing that students should focus on it. The types of writing and descriptive writing, narrative writing, persuasive writing, and expository writing.<sup>7</sup>

##### 1) Descriptive writing

Descriptive writing is an act to make text that contains a description of an object, either a person, place, or thing so that the reader who reads the text can capture and visualize the author's experience based on an object being told. Descriptive writing is more connected to heavy cognitive and metacognitive demands in planning text and revising skills.<sup>8</sup>

The basic competence of descriptive text contained in the 2013 curriculum is :

4.4. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

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<sup>7</sup> Dhani Oktavianti, Paidi Gusmuliana, and Eka Apriani, "The Students' Strategies in Developing Their Ideas in Writing Essay," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 4 (May 5, 2021): 389–406, <https://doi.org/10.52690/jadila.v1i4.157>.

<sup>8</sup> Sima Samanian and Ali Roohani, "Effects of Self-Regulatory Strategy Development on EFL Learners' Descriptive Writing and Reflective Thinking," n.d., 22.



## 2) Narrative writing

Through narrative writing students organize ideas and experiences creatively and imaginatively by combining linguistic, pragmatic, and sociolinguistic competencies.<sup>9</sup> Narrative writing is generally understood as an act of writing that contains a story conveyed by the author in the form of a story that has a series of events from one or more characters about how a certain situation occurs. The purpose of this text is to entertain the reader about the story presented by the author.

The basic competence of narrative text contained in the 2013 curriculum is :

4.8. Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek, sederhana.

## 3) Persuasive writing

Persuasive writing is generally understood as an act of writing that contains a message intended to persuade or invite someone to do something the author wants the reader to do.<sup>10</sup> Writers use persuasive writing to change their audience's mind about a certain topic so when writing this text the writer should

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<sup>9</sup> Katia Gregoria Contreras Gutierrez, Miriam Nino Puello, and Luis Alberto Perez Galvis, "Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institucion Educativa Simon Araujo," *English Language Teaching* 8, no. 5 (April 23, 2015): p45, <https://doi.org/10.5539/elt.v8n5p45>.

<sup>10</sup> Indah Fajarini, M. Oky Fardian Gafari, and Abdurahman Adisaputera, "The Developmment of the Assessment's Instrument Based on Higher Order Thinking Skills To Measure Dimension of Persuasive Text Skills on Students Of Class VIII in Junior High School Muhammadiyah 7 Medan," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 2, no. 2 (May 17, 2019): 175–86, <https://doi.org/10.33258/birle.v2i2.289>.

not reveal their personal but must use facts as evidence so that the reader believes and agrees with them.

The basic competence of persuasive writing contained in the 2013 curriculum is :

3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks ilmiah faktual (factual report) lisan dan tulis tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.

#### 4) Expository writing

Exposition text is generally understood as an act of writing that contains an information or knowledge essay that is concise, clear, dense, and interesting to read. Paragraphs in the exposition text are scientific or non-fiction. The purpose of expository text is to present information to the reader.<sup>11</sup>

The basic competence of procedure text contained in the 2013 curriculum is :

3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks berita dari koran, sederhana.

#### c. Writing Process

Based on the above understanding which explains that writing is a processing activity, the steps in writing are as follows:<sup>12</sup>

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<sup>11</sup> Hilary Wilder and Geraldine Mongillo, "Improving Expository Writing Skills of Preservice Teachers in an Online Environment," n.d., 14.

<sup>12</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2003), 102.

### 1) Pre-writing

In this important first step, students are allowed to prepare write and collect their thoughts and ideas. This means that in this activity students are allowed to express ideas that appear on paper. In this process, the teacher must be able to direct and help students to write down all the ideas that arise in the process because this will be very helpful at the next writing stage.

### 2) Writing

At this stage, the writer begins to write based on the words that have been collected in pre-writing. In this process, don't worry if you run into problems like grammar, use of punctuation, or spelling, just focus on writing completion. Combine and write down all the ideas that have been gathered in the pre-writing activity and don't worry about being wrong, just do it. The purpose of this activity is to write on paper based on all the ideas that have been collected that are interrelated.

### 3) Revising

Revising is a task involving a potentially large number of evaluative and tactical decisions.<sup>13</sup> Revision is part of post-writing. This means that at this stage the writer checks and reworks the writing so that the ideas are logical and sequential. This means that revision is the stage where the author adds or removes unnecessary words in the first draft of the writing that has been made. It can be

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<sup>13</sup> Steve Graham, "Executive Control in the Revising of Students with Learning and Writing Difficulties.," *Journal of Educational Psychology* 89, no. 2 (1997): 223–34, <https://doi.org/10.1037/0022-0663.89.2.223>.

said that in this process the writer reviews the writing and does what is necessary to make it good.

#### 4) Editing

Editing is part of post-writing. At this stage learners (with the help of teachers, caregivers, or classmates) proofread their work to ensure that there are no content errors or grammatical or spelling errors. The purpose of this editing process is to ensure that the writings that have been made by students are good and can be shared with readers.

#### 5) Publishing

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared.

#### d. Components of Writing

To make good and quality writing, it is necessary to pay attention to the components contained in the writing. There are five components used as assessment materials to determine whether the writing is good or not as follows:

##### 1) Content

The substance of the writing; the ideas expressed. In writing, the content is shown based on the author's experience and understanding of something. It can be interpreted that content is an entire related matter or statement presented by the author which is unified, interrelated, and connected. therefore in writing activities, it is very important to make content that is specific, clear, and relevant so that it makes it easier for readers to understand the writing being conveyed.

## 2) Organization.

Refers to how to present a sequence of ideas or sentences that are conveyed in writing. In writing activities, it is very important to pay attention to the organization so that the content conveyed in the writing is interrelated and makes it easier for readers to interpret the ideas presented.

## 3) Vocabulary

Vocabulary refers to a group of words in the language chosen and used to express ideas or feelings. In writing, it is very important to pay attention to the use of the words used so that the reader is interested in the writing that is presented.

## 4) Grammar

The employment of grammatical forms and syntactic patterns. Grammar refers to grammar patterns or rules on how to form, combine and group words and sentences to form correct sentences in a paragraph. Improving grammar skills in communication helps students so that the messages conveyed are easy to understand.

## 5) Mechanics

Mechanics refers to knowledge of the systems or rules used in writing that serve to clarify the meaning conveyed. An understanding of the mechanism of writing activities, such as paying attention to the use of capital letters and

punctuation marks, is needed so that the ideas to be conveyed in writing are clear and easy to understand.<sup>14</sup>

## 2. Descriptive Text

### a. Definition of Descriptive Text

Description text is about the sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception.<sup>15</sup> The descriptive text contains a description of how something is seen clearly so that readers who read it can capture and visualize the author's experience of the person, place, or object being told.

In the descriptive text, the writer tries to present the text by describing a certain thing or object so that the reader can easily understand and feel the object being discussed even though the reader has never experienced it. Writers can use description for many purposes: to give readers an impression of a person or place, to illustrate abstract ideas, to make information memorable, or to support an argument.<sup>16</sup>

When you describe someone or something, you give your readers a picture in words. To make the word picture as vivid and real as possible, you must observe and record specific details that appeal to your readers' senses (sight,

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<sup>14</sup> J.B Heaton, "Writing English Language Test (New Edition)," *New York: Longman Inc.*, 1998, 148.

<sup>15</sup> Thomas S. Kane, *The Oxford Essential Guide To Writing* (The United State Of America: Berkley, 2005), 349.

<sup>16</sup> Axelrod and Cooper, *The St. Martins Guide To Write*, 628.

hearing, taste, smell, and touch).<sup>17</sup> Reading descriptive text provides readers with a new experience and understanding of something. So that the effect of reading the descriptive text can broaden the readers' insight into something that is being described.

Based on the above statement, it can be concluded that the description text is a text that aims to describe how the object looks, sounds, smells or feels so that readers can experience it so that readers get new knowledge from it.

#### b. Kinds of Descriptive Text

In the descriptive text, students make text that describes the various things around them in a real way so that readers who read the text can see and feel what is conveyed in the descriptive text even though the reader has not experienced it directly. In the descriptive, text students can describe objects such as people, places, or objects.

##### 1) Description of a person

Everyone has their uniqueness and in the description text, we can describe someone honestly based on the author's experience of someone who wants to be described. We can describe someone based on their physical appearance (face shape, hair, way of walking, etc.), based on their feelings or thoughts about something, and also we can describe someone based on the character possessed by.

##### 2) Description of the place

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<sup>17</sup> Langan, *Exploring Writing Sentence and Paragraphs*, 168.

When describing a place, first of all, what we do is choose which place we want to describe such as a bedroom, a market, a hospital, or a beautiful place that we want to visit in the world such as Paris, Dubai, the Borobudur temple and so on. The thing to remember when describing something, we must describe it chronologically so that the reader can feel and imagine the author's experience about the place being described.

### 3) Description of things

To describe something, students need a strong imagination of knowledge and experience about the thing to be described. Therefore, to describe something, students must know the object to be described. For the descriptive text to be more attractive, it is necessary to consider the proper use of nouns and effective verbs.

#### **c. The Purpose of Descriptive Text**

Each type of text certainly has a purpose in making it. As we know, text descriptions are text that describes certain objects based on the author's view of things such as people, places, and objects so that when reading the text the reader can see and feel the objects that are exposed in real terms. Reading text descriptions can broaden your knowledge of something. Based on this, it can be said that the purpose of the description text is to describe something in detail so that reading the text will increase knowledge of something.

In descriptive texts there are five purposes, The table below will show explanations and examples of each purpose of the descriptive text.



**Table 2.1**  
**Purposes of descriptive text <sup>18</sup>**

Purpose	example description
To entertain: This means writing descriptive text that aims to entertain to please the reader	An amusing description of a teenager's bedroom
To express feelings: This means that the writing of descriptive text which aims to convey the author's views or impressions on something	A description of the writer's favorite color, song, food, etc.
To relate experience: This means writing descriptive text which contains the author's experience about a thing or event.	A description of a fun fishing experience on the river with dad
To inform: This means that descriptive text which contains a description of the information about an object for the reader	A description of the latest technological discoveries in the fields of health, education, transportation, and others
To persuade: This means the writing of descriptive text which contains the invitation that aims to influence and attract the attention of the reader.	Descriptions of beautiful places to visit while on vacation, comfortable, vehicles, the latest music and videos, and much more.

#### **d. The Generic Structure of Descriptive Text**

Each text certainly has a different structure depending on the type of text used. In writing descriptive text it is very important to know the general structure in the text. This will make it easier for students to arrange words into good

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<sup>18</sup> Barbara Fine Clouse, *The Student Writer: Editor and Critic*, 7th ed. (New York: McGraw-Hill, 2006), 154.

sentences in the descriptive text that is made. The structure in the description text is divided into two, namely identification and description.

1) Identification

Identification is an introduction to the object to be described, such as a person, place, or object in the description text.

2) Description

The description includes the overall description of the object in detail such as its physical state, origin, and unique facts related to the object described.

**e. The Language Features of Descriptive Text**

- 1) Focus on a certain thing as the main topic.
- 2) Use present tense in the text.
- 3) Use linking verbs or relational process frequently (is, are, has, have, belongs to) which aims to classify and describe the appearance of quality and part or function of a thing).
- 4) Using action verbs or material processes and behavioral processes to present additional descriptions of the actions and behaviors performed by the object in the text.
- 5) Use mental verbs or mental processes to describe feelings.
- 6) Use adjectives and adverbs to add information to the object being told (participant) and use additional verbs (actions) to describe the topic in more detail.

7) Use adverbial phrases to get a lot of information about manner, place, or time that is sometimes indicated in the embedded clause that functions as circumstance.<sup>19</sup>

### 3. Clustering Technique

#### a. Definition of Clustering Technique

Many students feel that the first hurdle in writing is that they do not know how to write and develop their ideas into paper. Therefore, to produce good writing students must know the steps or ways of making quality writing. One of the important stages in the writing process is the pre-writing process. Pre-writing helps students to generate and organize ideas before starting to write. One of the strategies that can be used is the clustering technique.

Clustering is another method of gathering ideas during the prewriting stage.<sup>20</sup> Applying this technique will improve students' writing skills and as an alternative in solving student learning problems. Clustering lets you see at a glance how ideas relate to one another.<sup>21</sup> Applying clustering techniques in teaching writing is very easy to apply, using this technique makes students creative and effective in thinking and provides freedom for students to create and collect ideas in writing.

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<sup>19</sup> Eko Noprianto, "Student's Descriptive Text Writing In SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 1 (November 26, 2017): 67–68, <https://doi.org/10.21093/ijeltal.v2i1.53>.

<sup>20</sup> Scary and Scary, *The Writer's Workplace with Readings: Building Colledge Writing Skill*, 10.

<sup>21</sup> Barbara Fine Clouse, *A Troubleshooting Guide for Writers: Strategies and Process* (New York: McGraw-Hill, 2010), 22.

Clustering is Another technique for getting many ideas down quickly.<sup>22</sup> Using this technique will greatly help students in overcoming difficulties in generating ideas in writing activities because the purpose of this technique is to collect groups of related ideas.

The act of clustering ideas often seems to make it easier for them to flow.<sup>23</sup> Therefore using this technique is very fun apart from generating and collecting related ideas, we can also play in creating the collected ideas. This technique is helpful for people who like to think visually. You can use lines, squares, arrows, and circles to see the relationship between ideas and details in a topic you have chosen. In addition to training students' creativity in collecting ideas, of course, using this technique will provide a good experience in student writing learning.

#### b. Advantages and Disadvantages of Clustering Technique

Using clustering techniques in writing activities provides many advantages. But behind it all, of course, this technique also has disadvantages. The following will explain some of the advantages and disadvantages of using clustering techniques.

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<sup>22</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*, 3rd ed. (The United State Of America: Heinle & Heinle, Thomson Learning inc., 2001), 224.

<sup>23</sup> Kate Grenville, *Writing From Start to Finish: A Six-Step Guide* (South Australia: Griffin Press, 2001), 14.

## 1) The Advantages of Use Clustering Technique

- a) Using clustering techniques stimulates students' ideas. In other words, using this technique helps students to generate and collect as many ideas as possible.
- b) The use of clustering techniques directs and helps students organize ideas into good writing. The result is that students will be able to produce good written work so that it is easily understood by readers.
- c) Using clustering techniques makes students think more creatively and motivates students to write because using this technique can guide students in writing. And also make students focus on the topic of their thoughts. In addition, using this technique makes students do not get bored in writing activities
- d) Clustering techniques can be used for all ages of students. This means that the use of clustering techniques can be used by everyone at the pre-writing stage and all levels of English such as intermediate, advanced, and beginner.
- e) The clustering technique can be used for all kinds of text writing. This technique is used at the beginning of writing which aims to plan or to find topics to organize information in writing. Writers can also use clustering techniques to plan short sections of text while they are drafting.<sup>24</sup>

## 2) The Disadvantages of Using Clustering Technique

- a) The clustering Technique is not a good technique when it is used to write an essay writing which has long paragraphs.

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<sup>24</sup> Sumartini, Hilda Puspita, and . Zahrida, "The Effect Of Clustering Technique On Students' Writing Ability," *Journal of English Education and Teaching* 2, no. 2 (September 10, 2018): 85–86, <https://doi.org/10.33369/jeet.2.2.83-92>.

b) The clustering Technique sometimes confused the students on how to start their writing.

c. Improving Writing Skill by Using Clustering Technique

Teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written text similar to those an educated person would be expected to be able to produce in their language.<sup>25</sup> The kinds of texts studied are descriptive text, narrative text, procedure text, recount text, and exposition. Teaching writing to English Language Learners can be a challenge because they frequently get confused about what they want to say as they work.<sup>26</sup> Therefore, teachers are required to use appropriate teaching strategies or techniques that can facilitate and motivate students in writing so that students can complete their written assignments.

The most important goal of the writing class is to provide students with an understanding that writing is a process, therefore the patience of all parties involved is expected. After understanding that writing is a process, it is also important to pay attention to the five aspects contained in writing, namely content, organization, vocabulary, grammar, and mechanics so that the writing that is made is good and easy for readers to understand. In teaching writing, the role of the teacher to create a pleasant classroom atmosphere is needed to facilitate the learning process. The teacher's role is to guide students through the writing process, avoiding an emphasis on the form to help them develop strategies for

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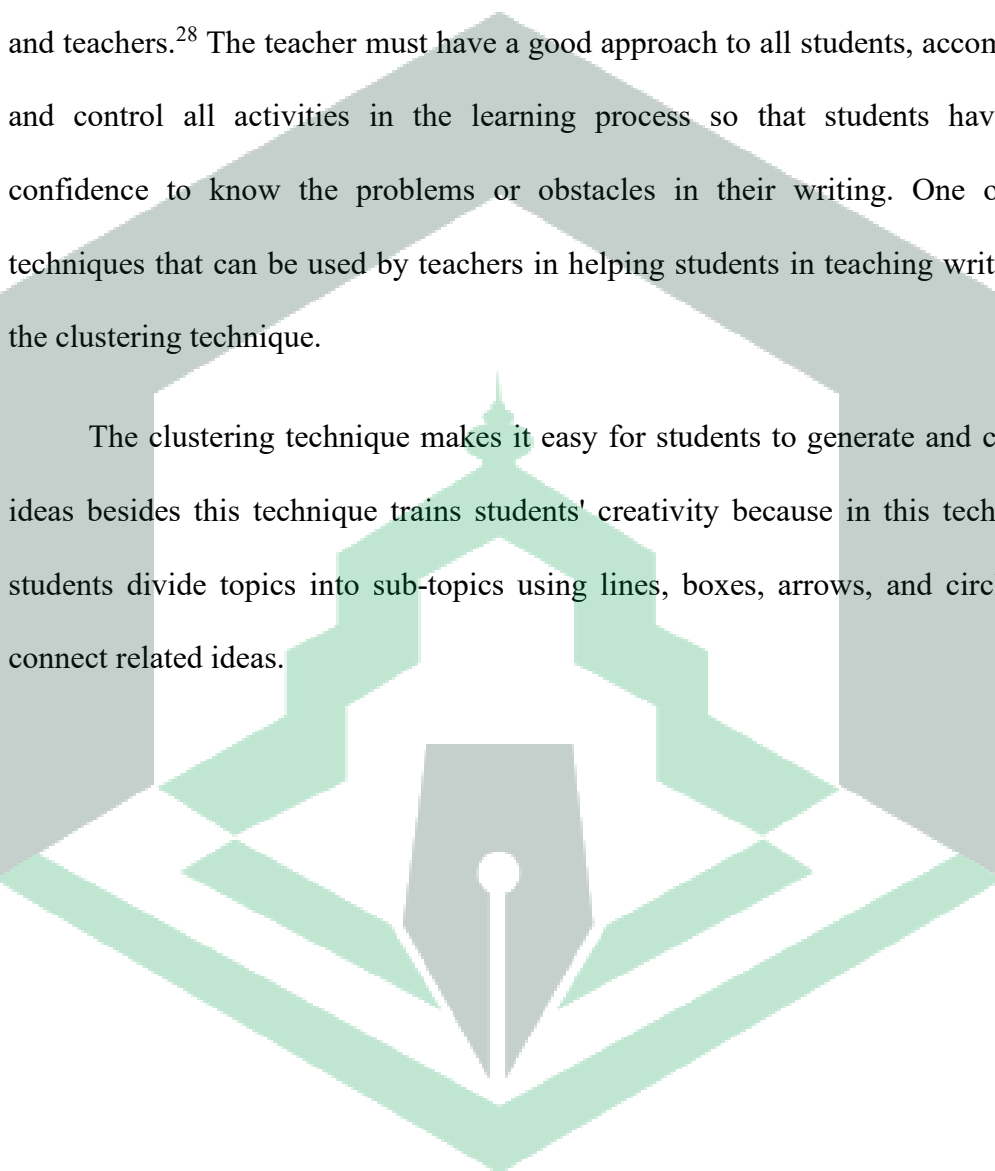
<sup>25</sup> Penny Ur, , *A Course in Language Teaching: Practice and Theory* (: , 1996), p. 162 (United Kingdom: Cambridge University Press, 1996), 162.

<sup>26</sup> Juli Kendall and Outey Khuon, *Writing Sense: Integrated Reading and Writing Lessons for English Language Learners* (The United States of America: Stenhouse Publishers, 2006), 37.

generating, drafting, and refining ideas.<sup>27</sup> In addition, teachers also play an important role as markers and assessors of students' work.

Students learn to write by putting their ideas on paper, writing about things that they're interested in and getting responses to their ideas from other students and teachers.<sup>28</sup> The teacher must have a good approach to all students, accompany and control all activities in the learning process so that students have the confidence to know the problems or obstacles in their writing. One of the techniques that can be used by teachers in helping students in teaching writing is the clustering technique.

The clustering technique makes it easy for students to generate and collect ideas besides this technique trains students' creativity because in this technique students divide topics into sub-topics using lines, boxes, arrows, and circles to connect related ideas.

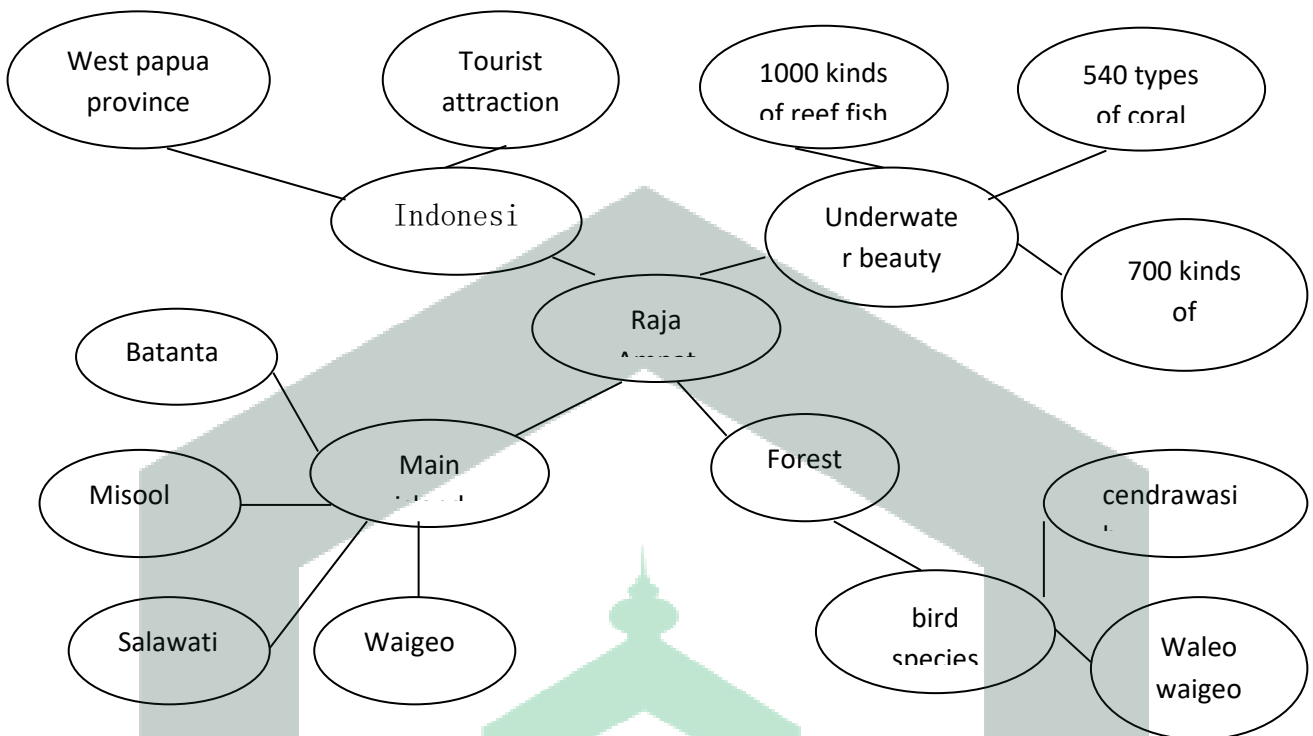


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<sup>27</sup> Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), 23.

<sup>28</sup> Andrew P. Jhonson, *Teaching Reading and Writing: A Guidebook For Tutoring and Remediating Students* (United States of America: A Division of Rowman & Littlefield Publishers Inc, 2008), 9.

**Picture 2.2**  
**Clustering technique in a writing activity.**



The following are the steps for using clustering techniques :

1. Use a sheet of paper then write your main topic in the middle of the paper and circle the topic.
2. Think about the topic and then write down all the ideas that come up related to the main topic. move on and keep writing. collect as many ideas as possible related to the main topic and then circle them.
3. Look and think of all the ideas in a small circle around the main idea then write the new idea in smaller circles. When doing these activities don't forget to connect all the ideas that are related to each other.
4. Do these activities until we cannot find anything new related to the topic.

When finished, pay attention to a set of clusters that have been created. After



doing these activities we are ready to use all the ideas that have been collected in our writing.

It can be concluded that the first thing the clustering technique does is start by placing a key idea (topic) in the middle of the paper. Then the writer records all the words or phrases that come to the author's mind related to the key topic or idea. in this case, the author uses lines and circles to connect all items.

### **E. Conceptual Framework**

In learning to write descriptive texts, the first thing that becomes difficult for students is that they do not know how to put and develop their ideas into paper. As a result, this affects the aspects of assessment contained in writing such as content created, vocabulary selection, and the use of grammar has decreased. And also teachers who are monotonous in learning and lack of use of appropriate techniques to deal with this, so that students become bored in learning.

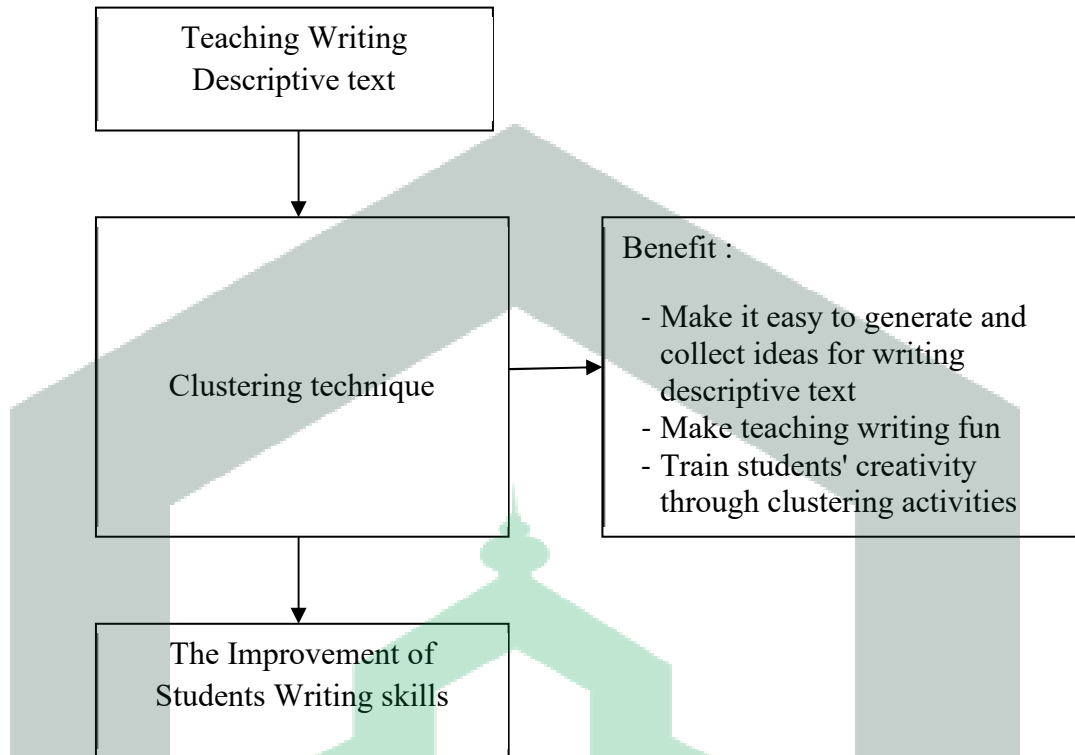
In this study, the researcher uses a pre-experimental design in writing activities to determine whether there are differences in the effects of using clustering techniques to writing descriptive texts before and after treatment.

The output is the result of the treatment applied namely the students' writing improvement ability.

The conceptual framework can be described as follows :

**Table 2.3**

Conceptual Framework



**Π. Hypothesis**

H<sub>0</sub>: The use of the clustering technique is not effective in improving students' writing skills on the descriptive text at MAN Palopo.

H<sub>a</sub>: The use of the clustering technique is effective in improving students' writing skills on the descriptive text at MAN Palopo.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research would use a pre-experimental one-group pre-test and post-test design to prove the use of clustering techniques to improve students' writing skills in descriptive texts. The pre-test was intended to measure the ability of students before treatment and the post-test was intended to determine the effect after treatment in writing descriptive text. The research design was presented in the following table:

**Table 3.1**  
**pre-experimental design**

GROUP	Pre-test	Treatment	Post-test
Experimental	O1	X	O2

Where :

O1 = The pre-test results

X = Treatment using clustering technique

O2 = The post-test result

### E. Time and Place of the research

This research was conducted at MAN Palopo. This research focused on using the clustering technique in improving students writing skills on the descriptive text of the eleventh grade at MAN Palopo, located on DR. Ratulangi street, Palopo. This research was also conducted for six meetings.

**Research Table 3.2**

	June	July	Aug	Sep	Okt	Nop	Des	Jan	Feb	Apr
<b>Pre observation</b>	√									
<b>Proposal seminar</b>			√							
<b>Giving pre-test</b>							√			
<b>Treatment</b>							√			
<b>Giving post-test</b>								√		
<b>Result seminar</b>									√	
<b>UT</b>										√

## **E. Variable of the Research**

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

## **F. Population and sample**

### **1. Population**

The population in this research was the tenth-grade students at MAN Palopo in the 2021/2022 academic year. The total of eleventh grade is 298 students.

### **2. Sample**

In this research, the sample was taken using the purposive sampling technique, where the researcher determined the sample by himself. The selection of the sample was based on the belief and knowledge of the researcher that the sample had certain characteristics related to the research objectives. Based on the 3 MIPA classes given by the teacher for researchers to handle in plp activities, namely IX MIPA 1, IX MIPA 2, and IX MIPA 3, the researcher concludes that of the three classes, class IX MIPA 3 is the class that has the lowest score when compared to the two classes in the descriptive text task. Therefore, the researcher chose class IX MIPA 3 as the sample in this research with a total of 20 students.

## **E. Instrument of the Research**

The instrument of data collection would do by using a writing test. The writing test aims to measure students' improvement of writing descriptive text in the pre-test and post-test before and after treatment. The researcher gave a pretest and posttest to each student, namely making a simple descriptive text about a topic that had been agreed upon in advance.

## **F. Procedure of Collecting Data**

### **1. Pre-test**

The pre-test was shared online via the whats-up application. this was because at the time the pre-test was given, it was in a state of lockdown due to the coronavirus. The pre-test was given to measure students' writing ability in the descriptive text before being given treatment. The activity steps are as follows:

- a. Researchers distribute pre-test sheets to students via the whats-up application.
- b. The researcher explained the purpose of the pre-test sheet to the students.
- c. Students did the pre-test where the task was made a descriptive text with the title My Best Friend.
- d. The researcher collects the pre-test that had been made by the students via the whats-up application with the pdf file.

### **2. Treatment**

The treatment was shared online via the whats-up application. this was because at the time the treatment was given, it was in a state of lockdown due to the coronavirus. The treatment was carried out by the researcher using clustering

techniques in improving writing skills on descriptive texts. The activity steps were as follows:

- a. In the whats-up group was a researcher made, the students are divided into 4 groups. Each group is given a descriptive text topic.
- b. Each group is asked to collect data related to the given topic using clustering techniques.
- c. Each group reports its task and is responded to by other groups via the whats-up application group. Teachers assist when needed.
- d. Each student is assigned to write based on the topic and data in the cluster made in each group. The teacher monitors and assists.
- e. Several students presented their work and other students responded.
- f. The teacher provides reinforcement and explanation as needed.

### 3. Post-test

After the treatment was carried out using clustering techniques on descriptive text, then a post-test was given to students to measure whether the treatment can improve students writing skills in the descriptive text. This post-test is given offline because students have been allowed to study in class again after the lockdown to study from home. Therefore, the post-test was given offline in class. The activity steps were as follows:

- a. Researchers distribute post-test sheets to students.
- b. The researcher explained the purpose of the post-test sheet to the students.
- c. Students did the post-test where the task was made a descriptive text with the title Raja Ampat.

d. The researcher collects the pre-test that had been made by the students.

### **Є. Technique of Data Analysis**

After collecting data by conducting a pretest and posttest involving several instruments, the researcher then focused on data analysis. the steps in analyzing the data are described as follows:

#### 1. Rubric assessment of writing

Using an assessment rubric to evaluate student writing. the assessment criteria are as follows.<sup>1</sup>

##### a. Content

**Table 3.3**  
**Content rubric score**

No	Score	Claiification	Criteria
1	27-30	Excellent to Very good	Clear, focused, and interesting detail, complicate, rich. Well, focus, the main idea stand out, secondary ideas do not usurp too much attention.
2	15-26	Good to Average	Clear and focused, even though the overall result may not be especially captivating. Support is an attempt but it may be limited or obvious, insubstantial too general.

<sup>1</sup> J.B Heaton, "Writing English Language Test (New Edition)," 146.



3	12-14	Fair to Poor	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.
4	9-11	Very Poor	Not fluent, does not communicate information is very limited, boring.

b. Organization

**Table 3.4**  
**Organization rubric score**

No	Score	Classification	Criteria
1	18-20	Excellent to Very good	Effective words, choice, and usage, specific and accurate.
2	14-17	Good to Overage	Adequate range occasional error of word/ idiom, choice, and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair to Poor	Is quite clear, some words may lack precision. The writer struggle with eliminated vocabulary grouping for words.
4	7-9	Very Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only

			the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in number: is, are, were, dominated.
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c. Vocabulary

**Table 3.5**  
**Vocabulary rubric score**

No	Score	Classification	Criteria
1	18-20	Excellent to Very good	Effective words, choose and usage, specific and accurate.
2	15-17	Good to Average	Adequate range occasional error of word/ idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words many lack precision.
3	10-14	Fair to Poor	Many errors of words/ idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in number: is, are, were,

			dominated.
4	7-9	Very poor	Almost all the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

d. Grammar

**Table 3.6**  
**Grammar rubric score**

No	Score	Classification	Criteria
1	23-25	Excellent to Very good	Effective complex construction few error of aggrement, tense, number, word order/ function, pronouns, preposition.
2	20-22	Good to Average	Effective but simple construction minor the problem in complex construction several the error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair to Poor	A major problem in simple construction, the frequent error of negative, agreement, tense, word order/ function, pronouns, preposition, and or fragment. Does not communication.
4	10-15	Very poor	Virtually no mastery of sentence

			construction rules.
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e. Mechanics

**Table 3.7**  
**Mechanics rubric score**

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

2. Classifying students' pretest and posttest scores

Here are the classifying for assessing students' pretest and posttest scores into the following scale:

**Table 3.8**

**The classifying for assessing students' pretest and posttest scores<sup>2</sup>**

No	Test score	Probable class performance
1	96-100	Excelent
2	86-95	Very good
3	76-85	Good
4	66-75	Fair
5	56-65	Poor
6	< 55	Very Poor

3. Calculating the rate percentage of students scores, the researcher applied the following formula:

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

Where :

P = Percentage

F = Frequency

N = The number of samples (total respondents)

4. Calculating the mean score and standard deviation of students, the paired sample statistic, and the pairs sample test by using SPSS version 22.

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<sup>2</sup> Rahmi Azizah, "Students' Ability in Writing Report Text of Grade XI at SMK Negeri 1 Painan," *Jurnal Ilmiah Universitas Batanghari Jambi* 19, no. 2 (July 9, 2019): 226, <https://doi.org/10.33087/jjubj.v19i2.614>.

5. Hypothesis acceptability criteria

If  $t_0 \geq t_t$  it means that null hypothesis is rejected

If  $t_0 \leq t_t$  it means that null hypothesis is accepted<sup>3</sup>



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<sup>3</sup> Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: Raja Grafindo, 1995), p.289.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

Researchers get data in the form of scores. The scores are obtained from students' writing tests (pre-test and post-test). In the following description, the results of the research will be presented, namely the student's pre-test score and the student's post-test score.

1. The students result in the pre-test

**Table 4.2**  
**The Students' Pretest Score**

<b>Respondent</b>	<b>Content</b>	<b>Organization</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Mechanic</b>	<b>Total score</b>	<b>Classification</b>
R1	19	13	14	16	3	65	Poor
R2	20	12	14	17	3	66	Fair
R3	20	12	13	16	2	63	Poor
R4	21	13	14	17	3	68	Fair
R5	19	10	12	16	2	59	Poor
R6	20	12	12	16	3	63	Poor
R7	20	13	14	17	3	67	Fair
R8	21	12	13	16	3	65	Poor
R9	20	11	12	16	2	62	Poor
R10	21	13	13	17	3	67	Fair
R11	21	12	12	15	3	63	Poor
R12	20	13	14	16	3	66	Fair
R13	19	13	14	15	2	63	Poor
R14	19	11	12	15	2	59	Poor
R15	20	12	13	16	3	64	Poor
R16	20	12	13	15	3	63	Poor
R17	21	13	14	16	3	67	Fair
R18	20	13	12	15	2	62	Poor
R19	20	12	13	16	3	64	Poor
R20	21	13	12	16	3	65	Poor

a. Content

**Table 4.3**

**The results percentage of student content scores on the pre-test**

No	Classification	Score	frequency	Percentage
1	Excellent to Very good	27-30	0	0%
2	Good to Average	15-26	20	100%
3	Fair to Poor	12-14	0	0%
4	Very Poor	9-11	0	0%
			20	100%

The table shows that 20 students (100%) in the content pre-test are good classified. there are no students classified into very good, fair, fair poor, and very poor score.

b. Organization

**Table 4.4**

**The results percentage of student organization scores on the pre-test**

No	Classification	Score	frequency	Percentage
1	Excellent to Very good	18-20	0	0%
2	Good to Average	14-17	0	0%
3	Fair to Poor	10-13	20	100%
4	Very Poor	7-9	0	0%
			20	100%

The table shows that 20 students (100%) in the organization pre-test are fair classified. there are no students classified into very good, good, fair poor, and very poor scores.



c. Vocabulary

**Table 4.5**

**The results percentage of student vocabulary scores on the pre-test**

No	Classification	Score	frequency	Percentage
1	Excellent to Very good	18-20	0	0%
2	Good to Average	15-17	0	0%
3	Fair to Poor	10-14	20	100%
4	Very Poor	7-9	0	0%
			20	100%

The table shows that 20 students (100%) in vocabulary pre-test are fair classified. there are no students classified into very good, good, fair poor, and very poor scores.

d. Grammar

**Table 4.6**

**The results percentage of student grammar scores on the pre-test**

No	Classification	score	frequency	Percentage
1	Excellent to Very good	23-25	0	0%
2	Good to Average	20-22	0	0%
3	Fair to Poor	16-19	15	75%
4	Very Poor	10-15	5	25%
			20	100%

The table shows that 15 students (75%) are fair classified and 5 students (25%) are fair poor classified in grammar pre-test. there are no students classified into very good, good, and very poor scores.

e. Mechanics

**Table 4.7**

**The results percentage of student mechanics scores on the pre-test**

No	Classification	Score	frequency	Percentage
1	Excellent to Very good	5	0	0%

2	Good to Average	4	0	0%
3	Fair to Poor	3	14	70%
4	Very Poor	2	6	30%
			20	100%

The table shows that 14 students (70%) are fair classified and 6 students (30%) are fair poor classified in grammar pre-test. there are no students classified into very good, good, and very poor scores.

**Table 4.8**

**The Mean Score of the student's in content, Organization, Vocabulary, Grammar, Mechanic in Pre-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	19.00	21.00	20.1000	.71818
Organization	20	10.00	13.00	12.2500	.85070
Vocabulary	20	12.00	14.00	13.0000	.85840
Grammar	20	15.00	17.00	15.9500	.68633
Mechanic	20	2.00	3.00	2.7000	.47016
Valid N (listwise)	20				

Based on Table 4.7, it showed that the lowest score of students in content was 19 and the highest score was 21. The students also indicated that the mean score of students in the content assessment of pre-test was 20.1000. The lowest score of students in the organization was 10 and the highest score was 13. The mean score of students in the organization assessment of pre-test was 12.2500. The lowest score of students in vocabulary was 12 and the highest score was 14. The mean score of students in the vocabulary assessment of pre-test was 13.0000. The lowest score of students in grammar was 15 and the highest score was 17.

The mean score of students in the grammar assessment of pre-test was 15.9500.

The lowest score of students in mechanics was 2 and the highest score was 3. The mean score of students in the mechanic assessment of pre-test was 2.7000.

2. The students result in post-test

**Table 4.9**  
**The Students' Post-test Score**

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Total score	Classification
R1	25	14	16	20	3	78	Good
R2	25	14	15	21	4	79	Good
R3	25	14	15	20	3	77	Good
R4	25	16	16	21	3	81	Good
R5	24	14	16	20	3	77	Good
R6	25	15	16	20	3	79	Good
R7	25	16	16	20	3	80	Good
R8	26	15	16	19	3	79	Good
R9	25	14	15	20	3	77	Good
R10	26	16	15	20	3	80	Good
R11	26	15	16	19	3	79	Good
R12	25	16	16	20	3	80	Good
R13	24	15	15	21	3	78	Good
R14	24	16	16	20	3	79	Good
R15	25	15	16	21	3	80	Good
R16	25	14	15	20	3	77	Good
R17	26	15	16	20	3	80	Good
R18	25	16	15	20	3	79	Good
R19	25	15	16	20	3	79	Good
R20	26	16	16	21	3	82	Good

a. Content

**Table 4.10**  
**The results percentage of student content scores on the post-test**

No	Classification	Score	frequency	Percentage
1	Excellent to Very good	27-30	0	0%
2	Good to Average	15-26	20	100%
3	Fair to Poor	12-14	0	0%
4	Very Poor	9-11	0	0%
			20	100%

The table shows that 20 students (100%) in content post-test are good classified. there are no students classified into very good, fair, fair poor, and very poor score.

b. Organization

**Table 4.11**

**The results percentage of student organization scores on the post-test**

No	Classification	Score	frequency	Percentage
1	Excellent to Very good	18-20	0	0%
2	Good to Average	14-17	20	100%
3	Fair to Poor	10-13	0	0%
4	Very Poor	7-9	0	0%
			20	100%

The table shows that 20 students (100%) in organization post-test are good classified. there are no students classified into very good, fair, fair poor, and very poor score.

c. Vocabulary

**Table 4.12**

**The results percentage of student vocabulary scores on the post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very good	18-20	0	0%
2	Good to Average	15-17	20	100%
3	Fair to Poor	12-14	0	0%
4	Very Poor	9-11	0	0%
			20	100%

The table shows that 20 students (100%) in vocabulary post-test are good classified. there are no students classified into very good, fair, fair poor, and very poor score.

d. Grammar

**Table 4.13**

**The results percentage of student grammar scores on the post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very good	23-25	0	0%
2	Good to Average	20-22	18	90%
3	Fair to Poor	16-19	2	10%
4	Very Poor	9-15	0	0%
			20	100%

The table shows that 18 students (90%) are good classified and 2 students (10%) are fair classified in grammar post-test. there are no students classified into very good, fair poor, and very poor scores.

e. Mechanic

**Table 4.14**

**The results percentage of student mechanics scores on the post-test**

No	Classification	Score	frequency	Percentage
1	Excellent to Very good	5	0	0%
2	Good to Average	4	1	5%
3	Fair to Poor	3	19	95%
4	Very Poor	2	0	0%
			20	100%

The table shows that 1 student (5%) is good classified and 19 students (95%) are fair classified in mechanic post-test. there are no students classified into very good, good, and very poor scores.

**Table 4.15**

**The Mean Score of the student's in content, Organization, Vocabulary, Grammar, Mechanic in Post-test.**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	24.00	26.00	25.1000	.64072
Organization	20	14.00	16.00	15.0500	.82558
Vocabulary	20	15.00	16.00	15.6500	.48936
Grammar	20	19.00	21.00	20.1500	.58714
Mechanic	20	3.00	4.00	3.0500	.22361
Valid N (listwise)	20				

Based on Table 4.14, showed that the lowest score of students in content was 24 and the highest score was 26. The students also indicated that the mean score of students in the content assessment of post-test was 25.1000. The lowest score of students in the organization was 14 and the highest score was 16. The mean score of students in the organization assessment of post-test was 15.0500. The lowest score of students in vocabulary was 15 and the highest score was 16. The mean score of students' in vocabulary assessment of post-test was 15.6500. The lowest score of students in grammar was 19 and the highest score was 21. The mean score of students in grammar assessment of post-test was 20.1500. The lowest score of students in mechanics was 3 and the highest score was 4. The mean score of students in the mechanic assessment of pre-test was 3.0500.

**Table 4.16**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	64.0500	20	2.48098	.55476
Post test	79.0000	20	1.37649	.30779

Table 4.15 describes the statistical results before and after treatment (pre-test and post-test). From the table group above, N is the number of subject data, namely 20 students. It can be seen that the pre-test before giving treatment and post-test after treatment differ significantly. The mean obtained by the students' pre-test was 64.0500 while the average value of the student's post-test was 79.0000. Furthermore, the research statistical hypotheses are described in the table below:

**Table 4.17**  
**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Post test	-14.95000	1.95946	.43815	-15.86705	-14.03295	-34.121	19	.000

Based on the results of data analysis as summarized in Table 4.16 above on the pre-test and post-test of students before and after treatment, the researcher found that the probability value was lower than alpha ( $\alpha$ ) ( $0.000 < 0.05$ ), which means there is a significant difference between pre-test before treatment and post-test after treatment. Thus, the use of clustering techniques is effective in improving descriptive text writing skills.

## **E. Discussion**

This research aims to determine the effect of using clustering techniques in improving students' writing skills on the descriptive text at Man Palopo. Based on the observations made by the researcher, the researcher found that many students had difficulty in expressing their ideas and feelings in writing descriptive texts. This is caused by the lack of vocabulary and the ability of students to generate ideas when writing. resulted in students becoming bored in learning activity writing descriptive text. Therefore, the researcher wants to research to find out whether the use of the clustering technique is effective in improving students' writing skills on the descriptive text at MAN Palopo.

In this research, the researcher followed several procedures in data collection, the procedure was as follows: students are given a pre-test to determine the students' initial skill in writing descriptive texts. In giving the pre-test, the researcher asks the students to write a descriptive text with the title my best friend. After that, students are given treatment using the clustering technique in writing descriptive text. As for giving this treatment, there are four examples of descriptive texts discussed which will be discussed for four meetings. For the first meeting, an example of descriptive text with the title My Friends will be discussed, for the second meeting with the title Borobudur Temple, for the third meeting with the title Raja Ampat, and the fourth meeting with the title Monas. In the post-test, the researcher asked the students to write a descriptive text with the title Raja Ampat. This post-test aims to determine whether the treatment using clustering techniques in writing descriptive texts can improve students' writing



skills or not. Through the results of the pre-test and post-test before and after treatment, it is found that there is an increase in the students' descriptive text writing scores.

Based on the above findings, the results of the pre-test before the application of the clustering technique are lower than the results of the post-test after the application of the clustering technique to the descriptive text. The use of clustering techniques in learning to write descriptive texts can motivate and increase students' enthusiasm so that it is easier for them to write descriptive texts. There is a significant difference between the pre-test and post-test scores. it can be seen from table 4.18 that Sig. (2-tailed) score 0.000 less than 0.05. Thus it can be seen that  $p < (0.001 < 0.05)$  which means  $H_0$  is rejected and  $H_1$  is accepted. That is, the use of clustering techniques is effective to improve the skills of writing descriptive texts in Man Palopo. This is in line with the opinion of Kate Grenville (2001) who said The act of clustering ideas often seems to make it easier for them to flow.<sup>1</sup> Using this technique will greatly help students in overcoming difficulties in generating ideas in writing activities because the purpose of this technique is to collect groups of related ideas.

This research is in line with the research of :

Yeni Riska (2017) Based on the research conducted, it is shown that the use of clustering techniques can improve students' writing skills, especially in the five assessment criteria contained in writing, namely content, organization,

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<sup>1</sup> Grenville, *Writing From Start to Finish: A Six-Step Guide*, 14.

vocabulary, grammar, and mechanics.<sup>2</sup> Hanapi (2019) said that students liked this clustering technique in writing because with this technique students understood when to write and at the same time improved their skills in the writing process.<sup>3</sup> Samsul Amri (2018) who said The Clustering technique can be chosen as a technique to solve student learning problems related to improving writing skills.<sup>4</sup>



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<sup>2</sup> Yeni Riska, "Improving Students' Writing Ability in Report Texts Through Clustering Techniques for Class XI Students of SMAN 1 Siabu."

<sup>3</sup> Hanapi Hanapi, "STUDENTS' WRITING SKILL THROUGH CLUSTERING TECHNIQUE," n.d., 13.

<sup>4</sup> Samsul Amri, "TEACHING HORTATORY EXPOSITION TEXT THROUGH CLUSTERING TECHNIQUE" 2, no. 2 (2018): 13.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on the results of this research, the researchers find that the use of the clustering technique is effective in improving students writing skills on the descriptive text at MAN Palopo. This is supported by the scores achieved by students which showed an increase after the researchers give the Clustering Technique treatment in writing descriptive texts. The findings of this research indicated that the use of the clustering technique is effective in improving students' writing skills where student learning outcomes were on the pretest average of 64.0 and the posttest average of 79.0. This can be revealed from hypothesis testing, where the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is a significant effect of using the Clustering technique on the effectiveness of students writing descriptive text at MAN Palopo.

#### **B. Suggestion**

There are several suggestions from researchers for teachers, students, and further research as follows:

1. For the teacher

- a. Teachers must realize that choosing the right technique in the learning process especially in online learning is an important thing that can influence and increase student learning motivation.

b. In learning to write there are many techniques that can be used by teachers in conveying the material to make it easier for students to understand. One technique that can be used is the clustering technique. using this clustering technique will help teachers in improving students' writing skills, especially in writing descriptive texts because using this technique will help students express their ideas and thoughts in writing.

c. Teachers must be able to make learning conditions effective and student-centred even though it is carried out online and communicate more often with students. Teachers should also increase their creativity in order to become professional teachers.

#### 2. For the students

For students Writing is a difficult skill to learn. Therefore, it is suggested to use alternative methods to assist students in generating ideas that will be used in the writing process. The selection of the clustering technique used in writing descriptive text will facilitate and make the students' writing process fun.

#### 3. For further researchers

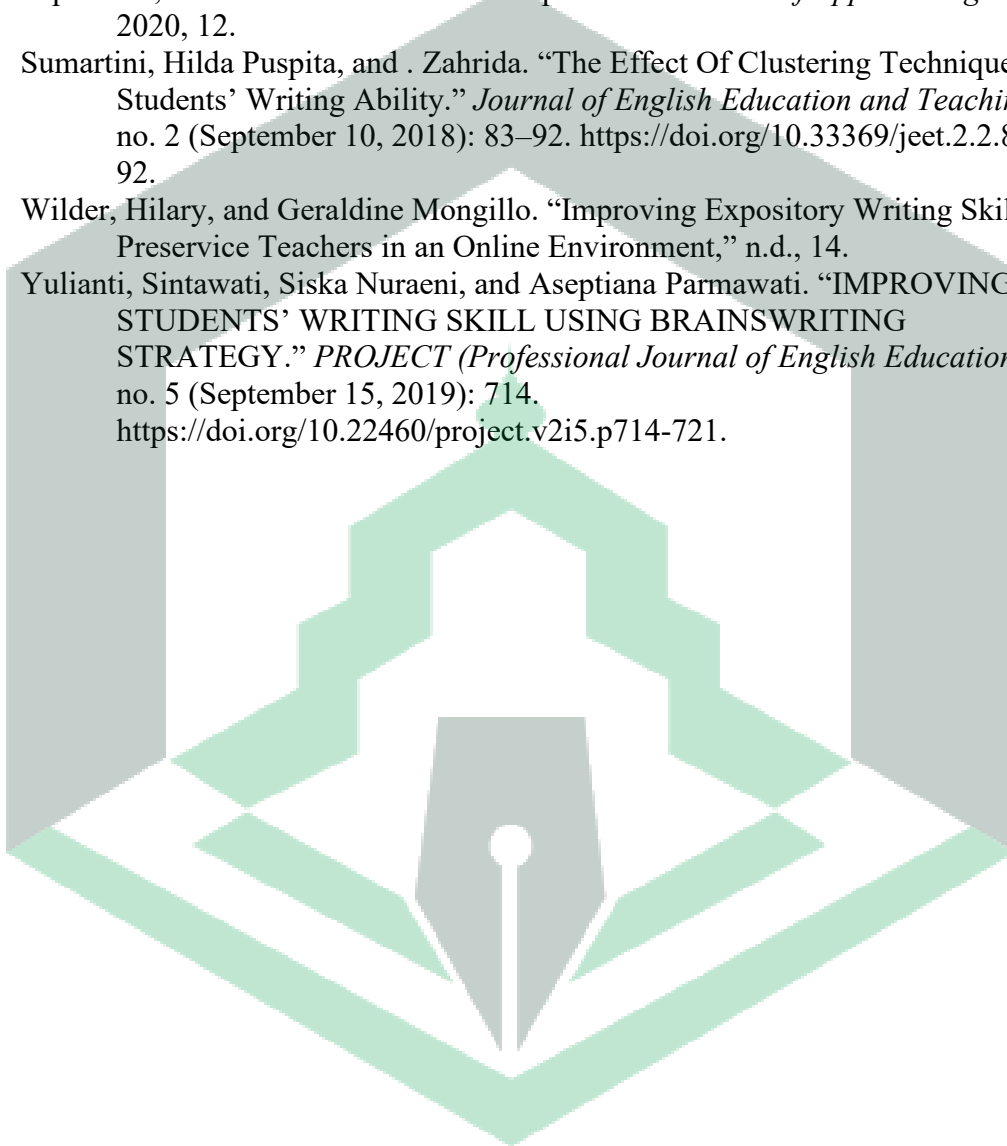
For further researchers who wish to conduct similar research, the researcher suggests further researchers examine texts using clustering techniques against other types of texts because this research only focuses on descriptive texts. In addition, it is also useful for future researchers to research with larger data to determine whether the use of this clustering technique is appropriate or not if used in a larger population.

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<https://doi.org/10.22460/project.v2i5.p714-721>.



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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PALOPO  
MADRASAH ALYAH NIGEM (MAN) KOTA PALOPO  
Jalan Dr. Ratulangi - Ratendak Kota Palopo 91314  
Telp/Fax (8471) 26571 E-mail : mangalops1@gmail.com  
Palopo

**SURAT KETERANGAN PENELITIAN**

Nomor : 728/MA.21.14.01/TL.06/XI/2021

Yang bertanda tangan dibawah ini :

Nama : Dra. Hj. Jumrah, M.Pd.I  
NIP. : 196617311964032009  
Pangkat/Gol. : Pembina IV/a  
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

Nama : Abd. Wahid Abidin  
Jenis Kelamin : Laki-Laki  
Alamat : Jl. Dr. Ratulangi  
Pekerjaan : Mahasiswa  
NIM : 1702020223

Bahwa yang bersangkutan benar-benar telah mendapatkan penelitian di instansi kami sehubungan dengan penulisan skripsi yang berjudul "The Use Of Clustering Technique In Improving Writing Skills On Descriptive Text At MAN Palopo."

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 30 November 2021





**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : J. R.H.M. Hayyaq No.5 Kota Palopo - Sulawesi Selatan (Telp : (0471) 326048)

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 653/PP/DPMPTSP/IX/2021

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.
3. Peraturan Menteri Nomor 3 Tahun 2020 tentang Perubahan Surat Keterangan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Peraturan dan Nec Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penetapan Organisasi Perangkat Daerah Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kementerian Perindustri dan Perdagangan Yang Merupakan Urusan Pemerintah Yang Diambil Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : **ABD. WAHID ABIDIN**  
 Jenis Kelamin : **Laki-Laki**  
 Alamat : **J. Dr. Ratuwangi Kota Palopo**  
 Pekerjaan : **Mahasiswa**  
 NIM : **17 0202 0222**

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE USE OF CLUSTERING TECHNIQUE IN IMPROVING WRITING SKILLS ON DESCRIPTIVE TEXT AT MAN PALOPO**

Lokasi Penelitian : **MADRASAH ALIYAH NEGERI (MAN) PALOPO**

Lamanya Penelitian : **13 September 2021 s.d. 13 Desember 2021**

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 14 September 2021  
 PL Kepala Dinas Penanaman Modal dan PTSP

**MUH. IHSAN ASHARUDDIN, S.STP, M.Si**  
 Pangkat : Pembina Tk.I  
 NIP : 19780611 199612 1 001

**Tembusan :**

1. Kepala Badan Kembang Prov. Sulsel
2. Walikota Palopo
3. Dandim 1401 SWJ
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kembang Kota Palopo
7. Instansi terkait lainnya (dikembalikan penyalur)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
Jl. Agakmal Balandi Kec. Bira 91914 Kota Palopo

**SURAT KETERANGAN**

Yang bertanda tangan di bawah ini menuntun bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Abd. Wahid Abdin  
Nim : 17 0202 0222  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat / No. HP : Jl. Dr. Katulangi km 8, Palangerao, Palopo  
085 298 999 216

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan  
Wakil Dekan I  
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd  
NIP. 19740602 199903 1 003

Palopo, 2021  
Ketua Prodi  
Pendidikan Bahasa Inggris

  
  
Dr. Munir Yusuf, S.P., M.Hum  
NIP. 19771013 200501 2006



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PALOPO  
MADRASAH ALYAH NEGERI (MAN) KOTA PALOPO  
Jalan Dr. Rastuanti, Balantia Kota Palopo 91214  
Telepon (0471) 24111 E-mail : manpalopo7@gmail.com  
Palopo

**SURAT KETERANGAN PENELITIAN**

Nomor : YP/MA/21.14/01/TL.00/XI/2021

Yang bertanda tangan dibawah ini :

Nama : Drs. Hj. Jumrah, M.Pd.I  
NIP. : 196612311990931009  
Pangkat/Gol. : Pembina IV/a  
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

Nama : Abd. Wahid Abdin  
Jenis Kelamin : Laki-laki  
Alamat : Jl. Dr. Rastuanti  
Pekerjaan : Mahasiswa  
NIM : 1702020322

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul "The Use Of Clustering Technique In Improving Writing Skills On Descriptive Text At MAN Palopo."

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 30 November 2021



## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Sekolah : Madrasah Aliyah Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X MIPA III

Semester : Ganjil

Tahun Ajaran : 2021/2022

Alokasi Waktu : 2 x 45 Menit

### **Kompetensi Dasar :**

4.4. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **Tujuan Pembelajaran :**

1. Peserta didik dapat mengelompokkan gagasan (main idea dan supporting idea) dalam bentuk descriptive text.
2. Peserta didik dapat menyusun paragraf dengan mendeskripsikan tentang orang, objek wisata/benda.

### **Kegiatan pembelajaran**

#### **Pendahuluan (10 Menit)**

1. Guru melakukan salam pembuka dan berdoa sebelum memulai pembelajaran, menanyakan kabar peserta didik dan membagikan absen.
2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran dimasa pandemi Covid ini.
3. Guru menginformasikan materi yang akan di pelajari.

### Kegiatan inti (65 Menit)

1. Siswa dibagi menjadi 4 kelompok. Setiap kelompok diberikan topik teks deskriptif.
2. Setiap kelompok diminta untuk mengumpulkan data terkait topik yang diberikan dengan menggunakan teknik clustering. Masing-masing kelompok melaporkan tugasnya dan ditanggapi oleh kelompok lain. Guru memberikan bantuan jika dibutuhkan.
3. Masing-masing siswa ditugaskan menulis berdasarkan topik dan data dalam cluster yang dibuat di masing-masing kelompok. Guru monitor dan memberikan bantuan.
4. Beberapa orang siswa mempresentasikan hasil pekerjaannya dan ditanggapi oleh siswa yang lain.
5. Guru memberikan penguatan dan penjelasan sesuai kebutuhan.

### Penutup (15 menit)

1. Guru kembali memastikan dengan menanyakan apakah siswa memahami materi yang telah diajarkan.
2. Siswa diminta untuk mengambil kesimpulan tentang pembelajaran yang telah dilakukan.
3. Guru menutup proses pembelajaran dengan berdoa dan salam.

### Penilaian :

Pengetahuan : tugas  
Keterampilan : writing  
Sikap : Keaktifan dan kehadiran

Guru Bahasa Inggris

Palopo,.....2021

Guru Bahasa Inggris

Rahmawati,SS

NIP. 19731102 200312 2 009

Abd Wahid Abidin

NIM. 17 0202 0222

Mengetahui,  
Kepala sekolah

Dra. Hj, Jumrah, M.Pd.I

NIP. 196612311994032009

**Materi :**

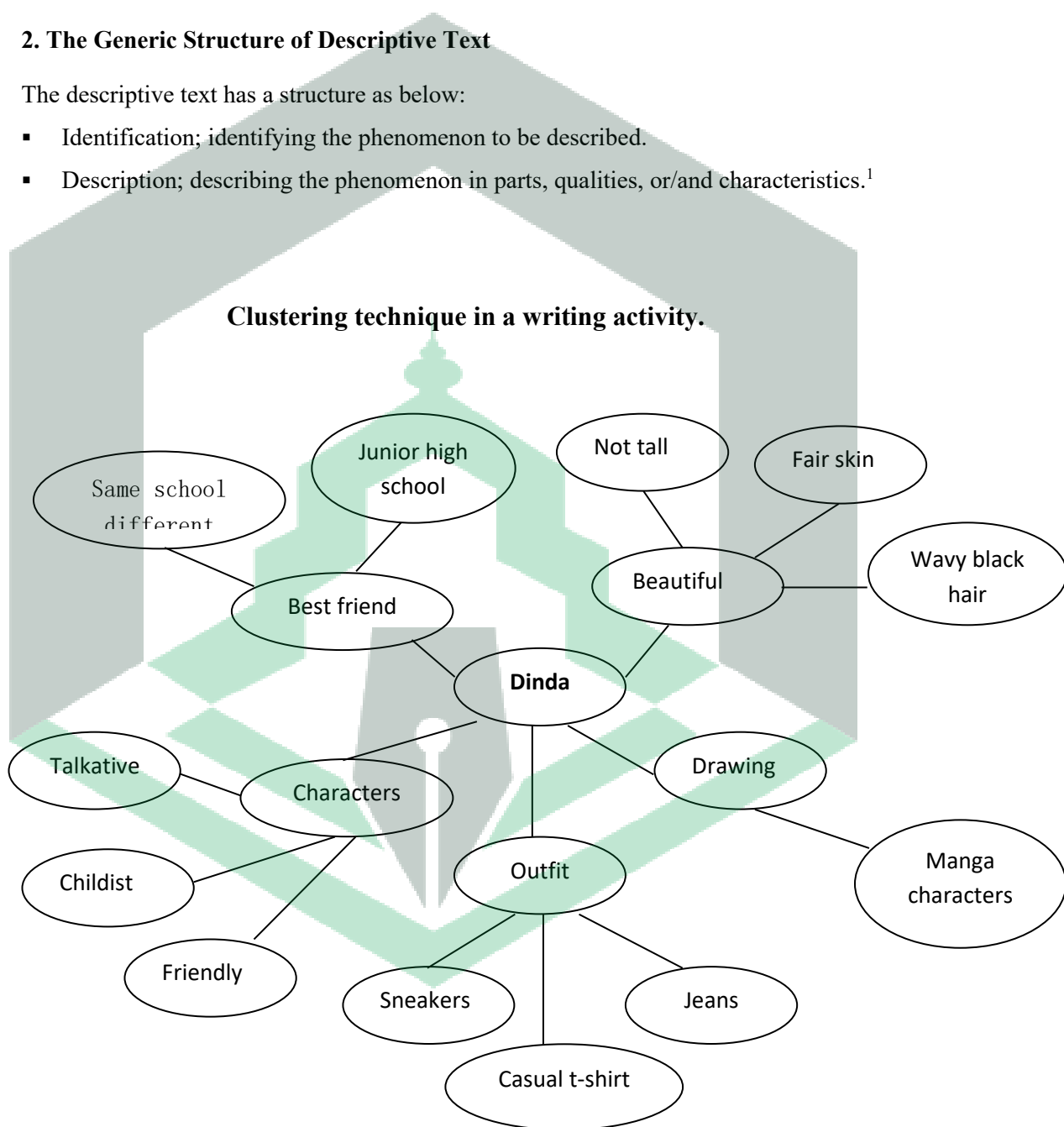
### **1. The Definition and Purpose of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

### **2. The Generic Structure of Descriptive Text**

The descriptive text has a structure as below:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.<sup>1</sup>



<sup>1</sup> <https://pakpuguh.wordpress.com/2011/08/12/description-text/>

Collected words or phrases related to the topic: 1) Best friend: Junior high school, same school different class; 2) Beautiful: not tall, fair skin, wavy black hair; 3) Drawing: manga characters; 4) Outfit: sneakers, jeans, casual t-shirt; 5) Characters: talkative, friendly, childish.





## My Best Friend

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We do not study in the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is goog-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears a uniform. Other than that, she likes to wear jeans, casual t-shirts, and sneakers. Her favorite t-shirts are those in bright colors like pink, light green, and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. likemany others girls, she is also talkative. She likes to share her thoughts and feelings with her friend. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend time drawing the manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like Dinda.<sup>2</sup>

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<sup>2</sup> Kementerian Pendidikan dan Kebudayaan republik indonesia, Bahasa Inggris (Jakarta.2014), p.55

## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Sekolah : Madrasah Aliyah Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X MIPA III

Semester : Ganjil

Tahun Ajaran : 2021/2022

Alokasi Waktu : 2 x 45 Menit

### **Kompetensi Dasar :**

4.4. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **Tujuan Pembelajaran :**

1. Peserta didik dapat mengelompokkan gagasan (main idea dan supporting idea) dalam bentuk descriptive text.
2. Peserta didik dapat menyusun paragraf dengan mendeskripsikan tentang orang, objek wisata/benda.

### **Kegiatan pembelajaran**

#### **Pendahuluan (10 Menit)**

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2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran dimasa pandemi Covid ini.
3. Guru menginformasikan materi yang akan di pelajari.

### **Kegiatan inti (65 Menit)**

1. Siswa dibagi menjadi 4 kelompok. Setiap kelompok diberikan topik teks deskriptif.
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4. Beberapa orang siswa mempresentasikan hasil pekerjaannya dan ditanggapi oleh siswa yang lain.
5. Guru memberikan penguatan dan penjelasan sesuai kebutuhan.

### **Penutup (15 menit)**

1. Guru kembali memastikan dengan menanyakan apakah siswa memahami materi yang telah diajarkan
2. Siswa diminta untuk mengambil kesimpulan tentang pembelajaran yang telah dilakukan
3. Guru menutup proses pembelajaran dengan berdoa dan salam.

### **Penilaian :**

Pengetahuan : tugas  
Keterampilan : writing  
Sikap : Keaktifan dan kehadiran

Guru Bahasa Inggris

Palopo,..... 2021  
Guru Bahasa Inggris

Rahmawati,SS  
NIP. 19731102 200312 2 009

Abd Wahid Abidin  
NIM. 17 0202 0222

Mengetahui,  
Kepala sekolah

Dra. Hj. Jumrah, M.Pd.I  
NIP. 19661231199403200

**Materi :**

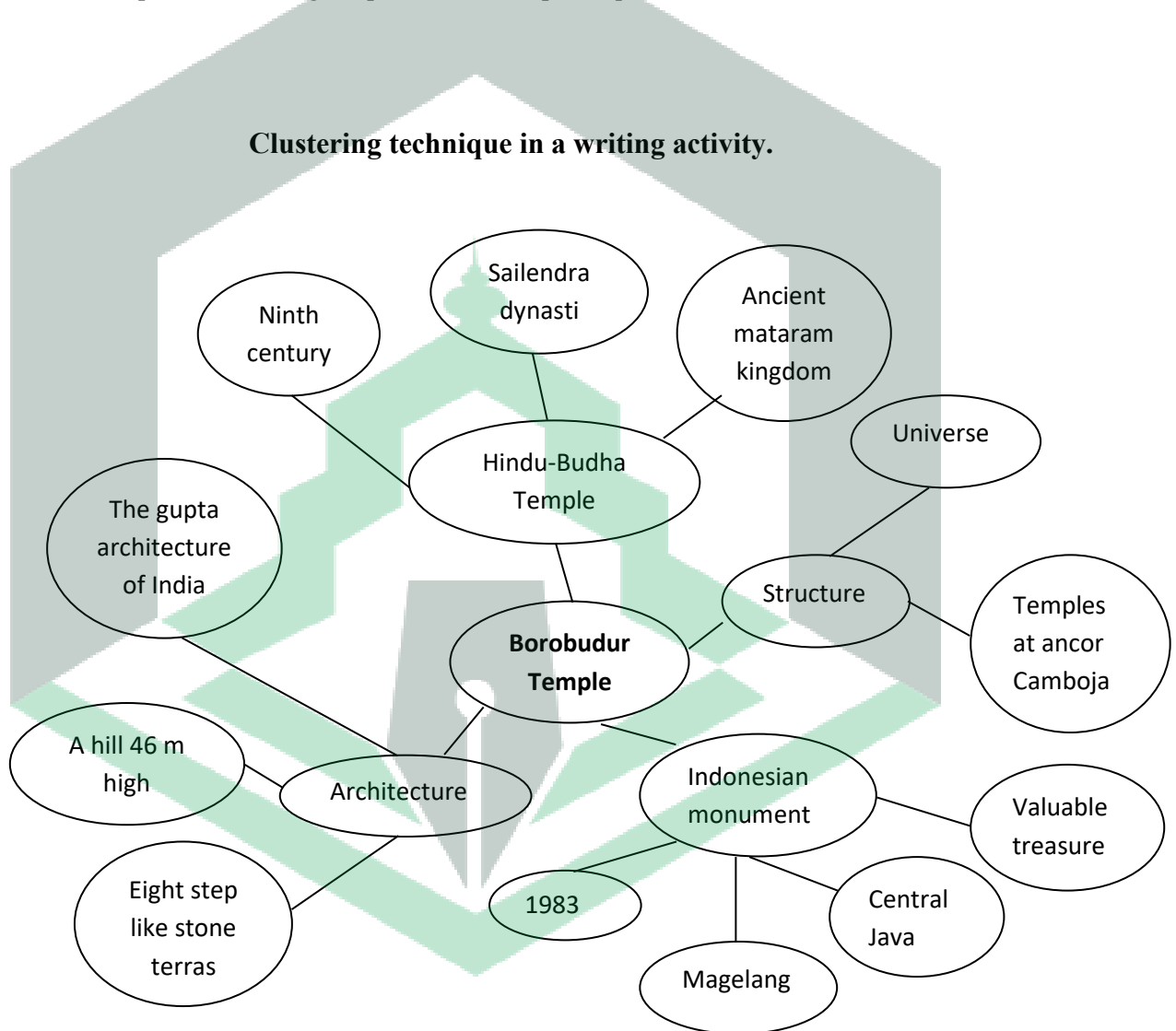
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<sup>1</sup> <https://pakpuguh.wordpress.com/2011/08/12/description-text/>

Collected words or phrases related to the topic: 1) Hindu-Budha temple: ninth century, Sailendra Dynasty, Ancient Mataram Kingdom 2) Structure: universe, Temples at anchor Camboja; 3) Indonesian monument: 1983, Magelang, Central Java, valuable treasure; 4) Architecture: The Gupta architecture of India, a hill 46 m high, eight-step like stone terras

### **Borobudur Temple**

Borobudur is Hindu – Budhist temple. It was built in the ninth century under the Sailendra dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like a stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculptures in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa center at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of the universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.<sup>12</sup>



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<sup>2</sup> <https://pakpuguh.wordpress.com/2011/08/12/description-text/>

## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Sekolah : Madrasah Aliyah Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X MIPA III

Semester : Ganjil

Tahun Ajaran : 2021/2022

Alokasi Waktu : 2 x 45 Menit

### **Kompetensi Dasar :**

4.4. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **Tujuan Pembelajaran :**

1. Peserta didik dapat mengelompokkan gagasan (main idea dan supporting idea) dalam bentuk descriptive text.
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2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran dimasa pandemi Covid ini.
3. Guru menginformasikan materi yang akan di pelajari.

### **Kegiatan inti (65 Menit)**

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### **Penutup (15 menit)**

1. Guru kembali memastikan dengan menanyakan apakah siswa memahami materi yang telah diajarkan
2. Siswa diminta untuk mengambil kesimpulan tentang pembelajaran yang telah dilakukan
3. Guru menutup proses pembelajaran dengan berdoa dan salam.

### **Penilaian :**

Pengetahuan : tugas  
Keterampilan : writing  
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Guru Bahasa Inggris

Palopo,..... 2021  
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Rahmawati,SS  
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Mengetahui,  
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Dra. Hj. Jumrah, M.Pd.I  
NIP. 196612311994032009

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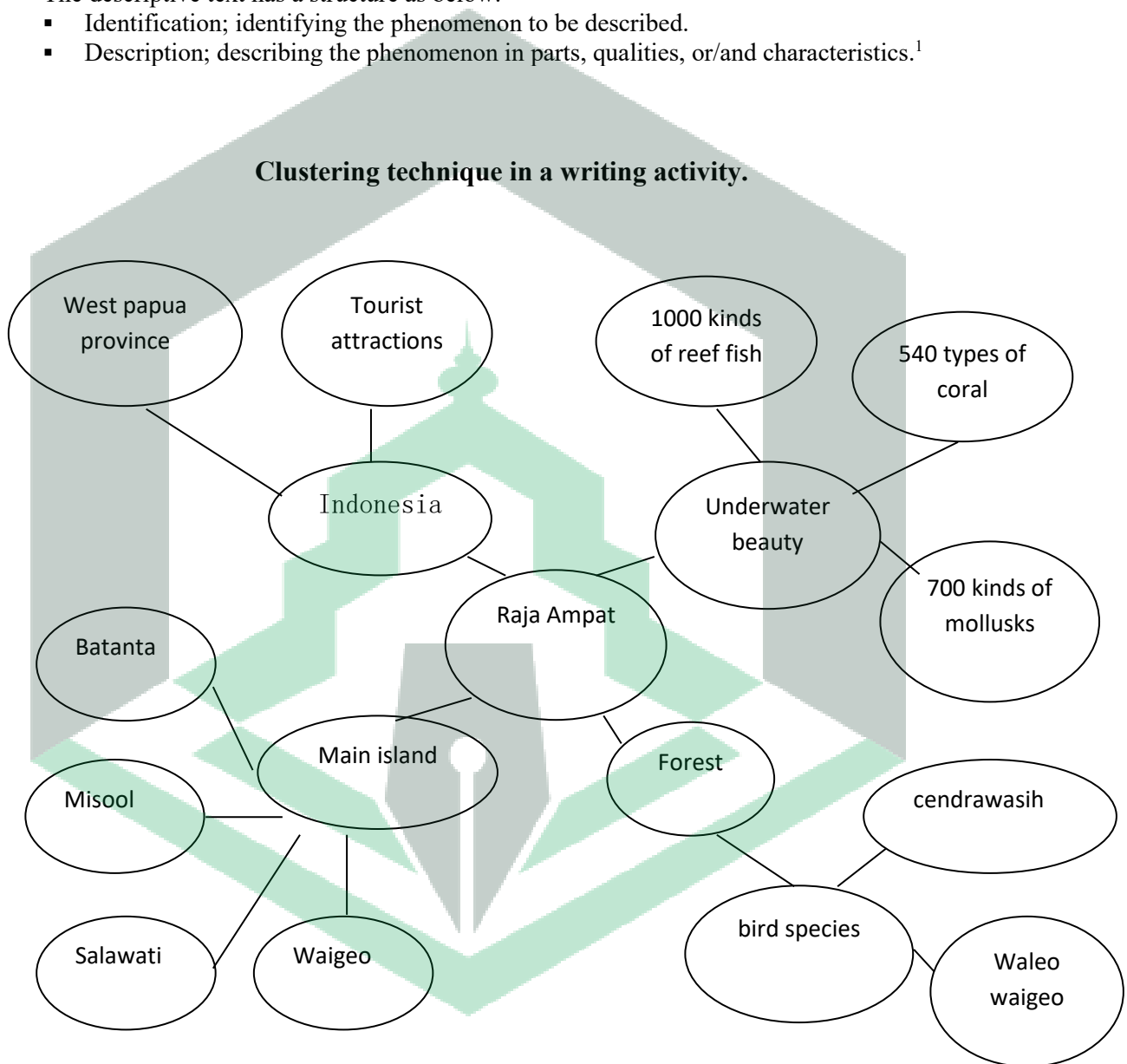
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<sup>1</sup> <https://pakpuguh.wordpress.com/2011/08/12/description-text/>



Collected words or phrases related to the topic: 1) Main islands: Batanta, Misool, Salawati, Wageo; 2) Indonesia: West Papua province, tourist attraction; 3) underwater beauty: 1000 kinds of reef fish, 540 types of coral, 700 kinds of a mollusk; 4) Forest: birds spaces, cenderawasih, waleo waigeo.

## **Raja Ampat**

Raja Ampat is located in West Papua province. This tourist spot is one of many “must-visit” tourist attractions in Indonesia. Travelers who like to spend most of their time exploring the picturesque part of the earth will love Raja Ampat.

The origin of the name Raja Ampat is believed to be taken from a local legend. Raja Ampat means “The Four Kings”. The legend says that once upon a time there was a woman who found seven eggs. Four of the eggs hatched. Later, those children who were born from the eggs became the kings of the four main islands.

The four main islands in Raja Ampat are Batanta, Misool, Salawati, and Waigeo. There are more than 1.500 small islands, cays, and shoals surrounding the four main islands. Because of this fact, Raja Ampat is classified as an archipelago.

Raja Ampat is well-known for the underwater. The underwater biodiversity of Raja Ampat is massive with around 540 types of corals, 700 types of mollusks, and more than 1.000 types of coral fish. Moreover, The Nature Conservancy and Conservation International reported that around 75% of the world’s species live in Raja Ampat. This report solidifies that Raja Ampat is the archipelago with the most diverse coral reef and underwater biota.

The beauty of Raja Ampat is not only about its underwater treasures but also its landscapes. One would say the surface view is beyond words. Those rock islets, clear blue water, and bright blue sky provide breathtaking vibes all around. The visitors who want to embrace Mother Nature will not go home disappointed. The place is also famous for the thick jungle that is the home of many bird species.

Cenderawasih, one of the species that live in Raja Ampat, is nicknamed “Bird of Paradise” because their beauty feels like not from this world. This unique bird becomes the symbol of Papua.<sup>2</sup>

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<sup>2</sup> <https://www.bahasaenglish.com/219/contoh-descriptive-text-tentang-raja-ampat>

## RENCANA PELAKSANAAN PEMBELAJARAN DARING

Sekolah : Madrasah Aliyah Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X MIPA III

Semester : Ganjil

Tahun Ajaran : 2021/2022

Alokasi Waktu : 2 x 45 Menit

### Kompetensi Dasar :

4.4. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### Tujuan Pembelajaran :

1. Peserta didik dapat mengelompokkan gagasan (main idea dan supporting idea) dalam bentuk descriptive text.
2. Peserta didik dapat menyusun paragraf dengan mendeskripsikan tentang orang, objek wisata/benda.

### Kegiatan pembelajaran

#### Pendahuluan (10 Menit)

1. Guru melakukan salam pembuka dan berdoa sebelum memulai pembelajaran, menanyakan kabar peserta didik dan membagikan absen.
2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran dimasa pandemi Covid ini.
3. Guru menginformasikan materi yang akan di pelajari.

### **Kegiatan inti (65 Menit)**

1. Siswa dibagi menjadi 4 kelompok. Setiap kelompok diberikan topik teks deskriptif.
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3. Guru menutup proses pembelajaran dengan berdoa dan salam.

### **Penilaian :**

Pengetahuan : tugas  
Keterampilan : writing  
Sikap : Keaktifan dan kehadiran

Guru Bahasa Inggris

Palopo,..... 2021  
Guru Bahasa Inggris

Rahmawati,SS  
NIP. 19731102 200312 2 009

Abd Wahid Abidin  
NIM. 17 0202 0222

Mengetahui,  
Kepala sekolah

Dra. Hj. Jumrah, M.Pd.I  
NIP. 196612311994032009

**Materi :**

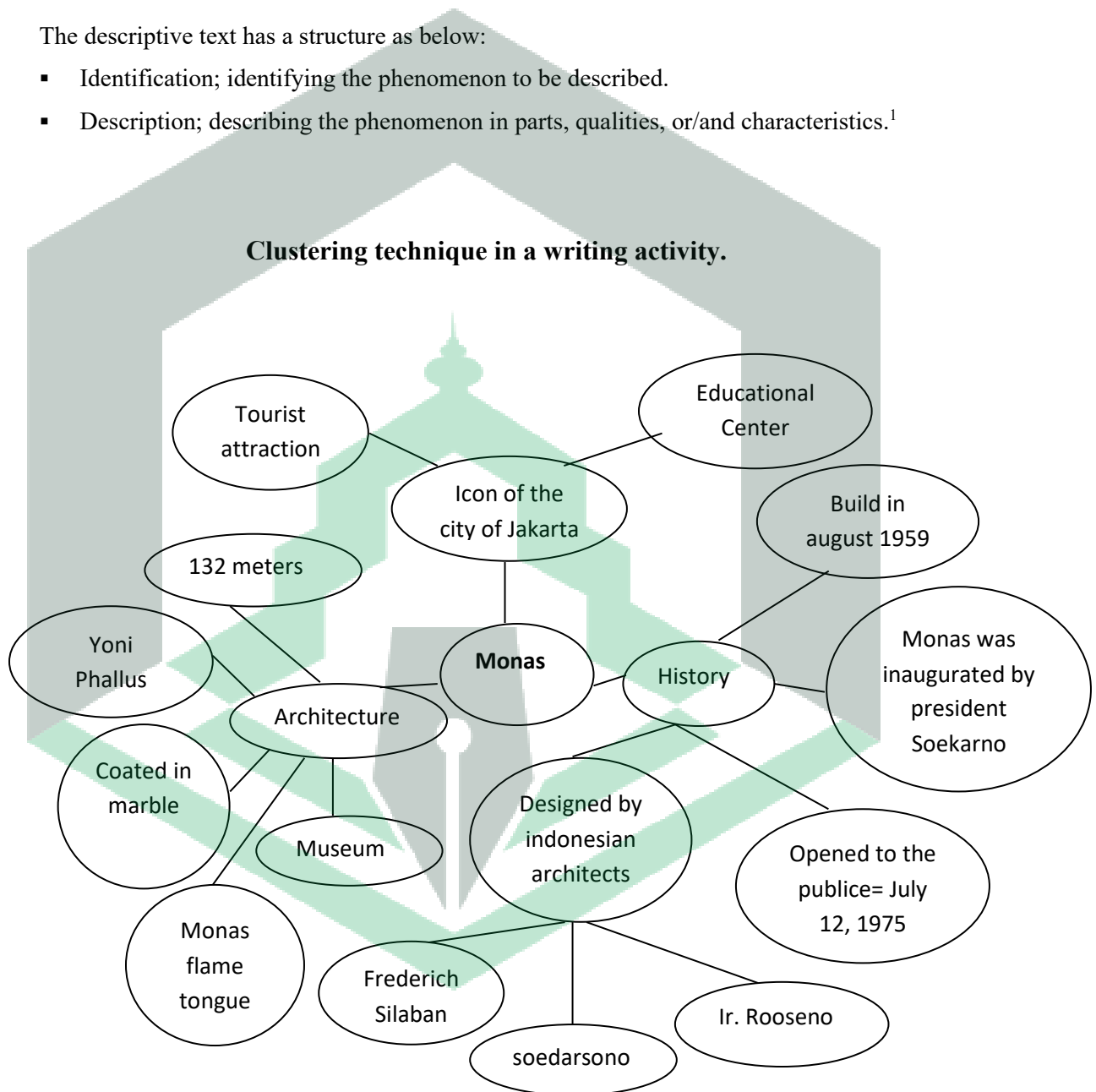
### **1. The Definition and Purpose of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

### **2. The Generic Structure of Descriptive Text**

The descriptive text has a structure as below:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.<sup>1</sup>



<sup>1</sup> <https://pakpuguh.wordpress.com/2011/08/12/description-text/>

Collected words or phrases related to the topic: 1) Icon of the city of Jakarta: tourist attraction, educational center; 2) History: Build-in august 1959, Monas was inaugurated by President Soekarno, opened to the public: July 12, 1975, Designed by Indonesian architecture: Frederich Silaban, Soedarsono, Ir. Rooseno; 3) Architecture: 132 meters, Yoni Phallus, coated in marble, Mona's flame tongue, Museum.

## Monas

Monas or National Monument is an icon of the city of Jakarta. It is located in the center of Jakarta. This is a tourist attraction and educational center that is attractive to residents of Jakarta and surrounding areas. It was built in August 1959. The entire Monas building was designed by Indonesian architects namely Soedarsono, Frederich Silaban, and Ir. Rooseno On August 17, 1961, Monas was inaugurated by President Soekarno and began to be opened to the public on July 12, 1975.

It was built as high as 132 meters and shaped by yoni phallus. The whole building is coated in marble. At the top, there is a cup on which there is a bronze flame that is 17 meters high and 6 meters in diameter, and weighs 14.5 tons. This flame is coated with gold of 45 kg weight. Monas's flame tongue consists of 77 parts put together. Peak court area of 11x11 m. To reach the top court, visitors can use the elevator with a long trip of about 3 minutes. Around the elevator, there is a fire escape. From the Monas peak yard, visitors can see skyscrapers in the city of Jakarta. Even if the air is clear, visitors can see Mount Salak in West Java and the Java Sea with the Thousand Islands. The lower court is 45x45 m wide. Height from the bottom of the Monas to the lower court is 17 meters. In this section, visitors can see Monas Park which is a beautiful urban forest.

At the bottom of Monas, there is a large room, the National Museum. Its height is 8 meters. This museum displays the history of the struggle of the Indonesian people. The area of this museum is 80x80 m. On the four sides of the museum, there are 12 dioramas (window displays) that display the history of Indonesia from the era of the kingdoms of the ancestors of the Indonesian Nation to the PKI G30S.<sup>2</sup>

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<sup>2</sup> <https://brainly.co.id/tugas/15540194>

## PRE-TEST

Name :

No. Absen :

Class :

1. Write down a descriptive text based on the words/phrases below :

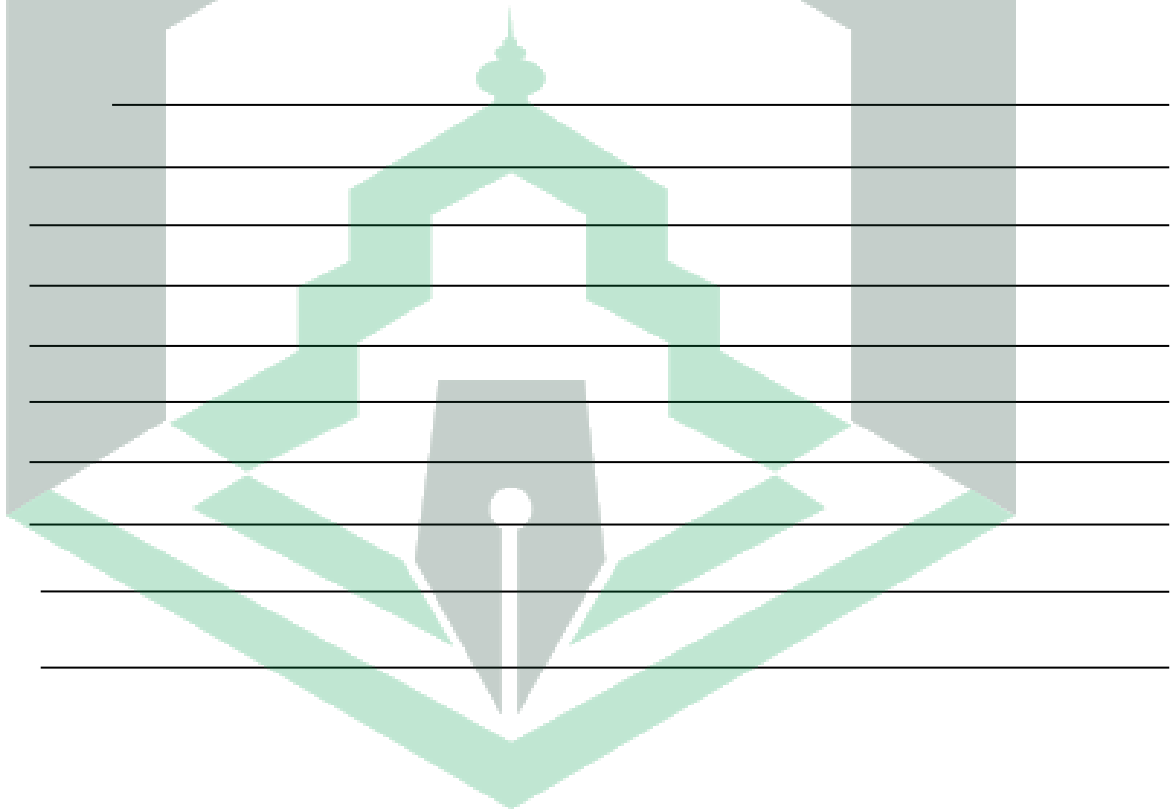
a) Characters: talkative, friendly, childish, brave, kind;

b) Physical Characteristics: beautiful, handsome, white skin, bold, tall, short

c) Hobby: drawing, playing games, football, writing, singing, badminton

d) Favorit food: meatball, fried rice, Gado-Gado, noodle

**My best friend**



## POST-TEST

Name :

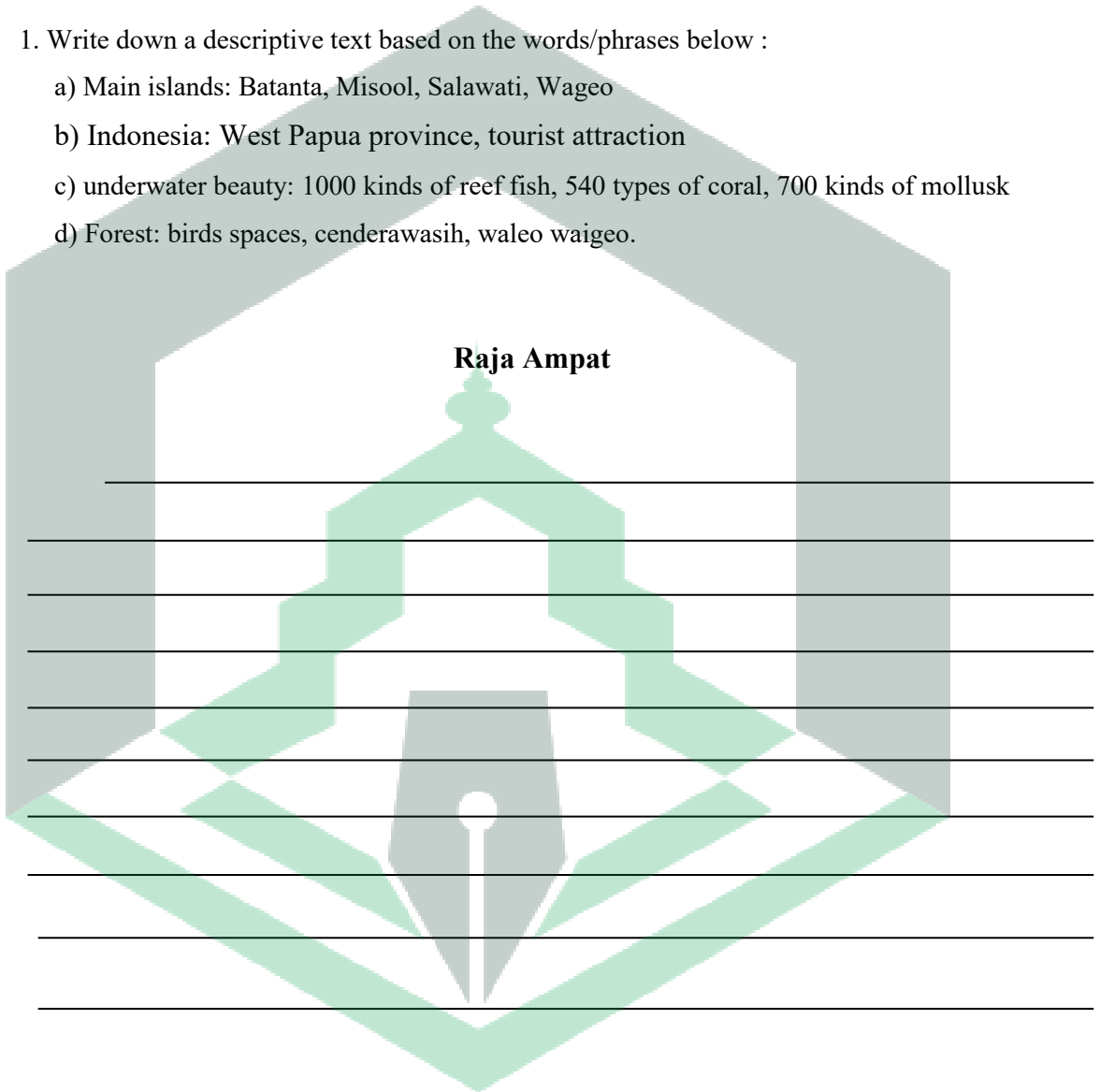
No. Absen :

Class :

1. Write down a descriptive text based on the words/phrases below :

- a) Main islands: Batanta, Misool, Salawati, Wageo
- b) Indonesia: West Papua province, tourist attraction
- c) underwater beauty: 1000 kinds of reef fish, 540 types of coral, 700 kinds of mollusk
- d) Forest: birds spaces, cenderawasih, waleo waigeo.

**Raja Ampat**



## Lembar Validasi Instrumen Penelitian.

### LEMBAR VALIDASI

#### Petunjuk:

1. Bapak/ibu diminta untuk memvalidasi beberapa item yang tertuang dalam Aspek Tujuan Pembelajaran, Aspek pemilihan Materi, Aspek Penggunaan Soal Penugasan Latihan dan Tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda cek (√) pada kolom angka yang dipilih dengan ketentuan sebagai berikut:

1 = Sangat Kurang

3 = Baik

2 = Kurang Baik

4 = Sangat Baik

3. Bapak/Ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No.	Aspek yang Dinilai	4	3	2	1
I.	<b>Aspek Tujuan Pembelajaran</b>				
1.	Kejelasan instrumen standar kompetensi	v			
2.	Kesesuaian kompetensi dasar dengan kompetensi inti	v			
3.	Kejelasan tujuan belajar yang ingin dicapai	v			



4. Cakupan dan kedalaman tujuan yang ingin dicapai v

## II. Aspek Pemilihan Materi

1. Ruang lingkup materi tergambar jelas dan mudah diikuti v
2. Urutan pembelajaran jelas dan mudah diikuti v
3. Kejelasan materi sesuai tujuan belajar v
4. Manfaat perangkat secara objektif membantu belajar siswa v
5. Ketepatan memilih materi dan kebenaran konsep v
6. Kemudahan untuk memahami materi v

## III. Aspek penggunaan Soal penugasan Latihan dan Tes

1. Keseimbangan penguasaan materi v
2. Kejelasan petunjuk penugasan dalam mengerjakan soal v
3. Jenis soal dan tes sesuai dengan indikator v

## Komentar dan Saran

Kalau bisa siswa diberikan latihan atau exercise satu atau dua kali saat treatment berlangsung, Anda bisa memberikan satu topik, misalnya, “my mother.” Anda bisa memberikan kosakata atau frase yang membantu siswa menuliskan karangan tentang ibunya.

## Kesimpulan

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

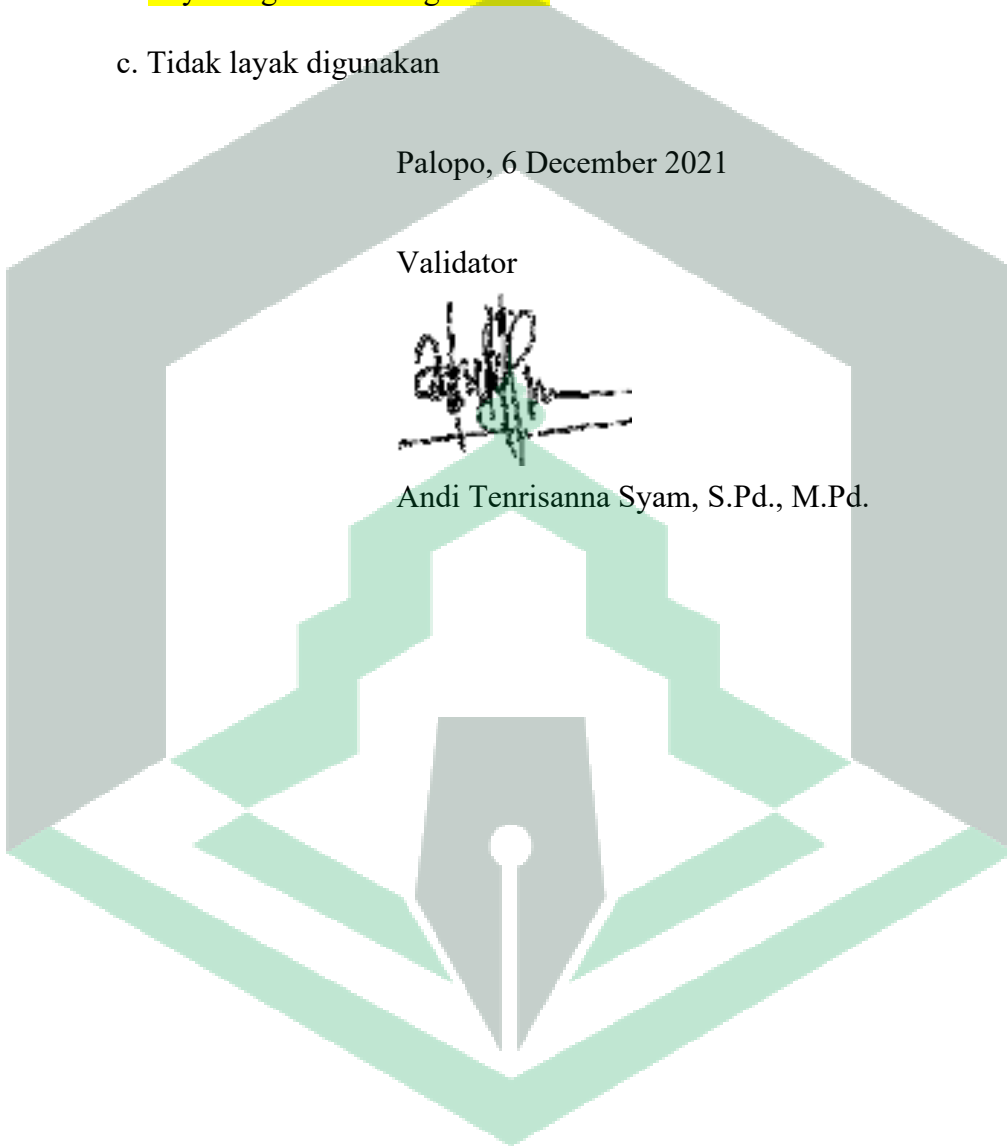
- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 6 December 2021

Validator



Andi Tenrisanna Syam, S.Pd., M.Pd.



# LEMBAR VALIDASI

## MEDIA PEMEBELAJARAN

Judul Penelitian: The Use Of Clustering Technique in Improving Students' Writing Ability on Descriptive Text at MAN Palopo.

Peneliti : Abd Wahid Abidin

Prodi : Pendidikan Bahasa Inggris

Nama Validator : Andi Tenrisanna Syam, S.Pd., M.Pd.

### Petunjuk:

Berilah tanda cek ( $\checkmark$ ) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap media pembelajaran dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

3 : Cukup baik

No.

Aspek yang diminati

Nilai Pengamatan

1 2 3 4 5

1. Materi

A. Penerapan teknik clustering yang digunakan sesuai dengan materi pelajaran v

B. Penerapan teknik clustering yang digunakan sesuai dengan tujuan v

pembelajaran

C. Penerapan teknik clustering yang digunakan sesuai dengan kompetensi dasar.

v

## 2. Ilustrasi

A. Penerapan teknik clustering dapat memberikan ilustrasi yang mudah tentang suatu objek.

v

B. Penerapan teknik clustering dapat mempermudah siswa dalam membuat tulisan tentang suatu objek.

v

## 3. Kualitas penerapan teknik clustering

A. Penerapan teknik clustering menarik minat siswa dalam menulis

v

B. Dengan penerapan teknik clustering siswa menjadi tidak mudah bosan di dalam kelas maupun di dalam pembelajaran menulis

v

## 4. Daya Tarik

A. Penerapan teknik clustering dapat mempererat hubungan guru dan siswa.

v

B. Penerapan teknik clustering dapat mempermudah siswa dalam mengumpulkan ide-ide tentang suatu

v

objek secara menyenangkan.

### Komentar dan Saran

1. Collected words or phrases related to the topic: 1) **Icon of the city of Jakarta: tourist attraction**, educational center; 2) History: Build-in august 1959, Monas was inaugurated by **President Soekarno**, opened to the public: July 12, 1975, Designed by Indonesian architecture: Frederich Silaban, Soedarsono, Ir. Rooseno; 3) Architecture: 132 meters, Yoni Phallus, coated in marble, Mona's flame tongue, Museum.
2. Collected words or phrases related to the topic: 1) Main islands: Batanta, Misool, Salawati, Wageo; 2) Indonesia: West Papua province, tourist attraction; 3) **underwater beauty: 1000 kinds of reef fish, 540 types of coral, 700 kinds of a mollusk**; 4) Forest: **birds spaces, cenderawasih, waleo waigeo.**
3. Collected words or phrases related to the topic: 1) Hindu-Budha temple: ninth century, Sailendra Dynasty, Ancient Mataram Kingdom 2) Structure: universe, Temples at anchor Camboja; 3) Indonesian monument: 1983, Magelang, Central Java, valuable treasure; 4) Architecture: The Gupta architecture of India, **a hill 46 m high, eight-step like stone terras**

Kosakata atau frase di atas hanya beberapa yang bisa dibayangkan dengan menggunakan lima panca indera (saya tandai dengan highlighter pen). Bisakah Anda membayangkan bapak Frederich Silaban secara langsung? Perhatikan kosakata atau frase yang bisa menunjukkan kegiatan yang melibatkan panca indera, misalnya, She is talkative (melibatkan indera pendengaran), President Soekarno (semua orang sudah bisa membayangkan wajahnya)

### Kesimpulan

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak digunakan tanpa revisi
- b. **Layak digunakan dengan revisi**
- c. Tidak layak digunakan

Palopo, 6 December 2021

Validator



Andi Tenrisanna Syam, S.Pd., M.Pd.

## LEMBAR VALIDASI

### TES KEMAMPUAN SISWA DALAM PEMBELAJARAN

Judul Penelitian: The Use of Clustering Technique in Improving Students' Writing Ability on Descriptive Text at MAN Palopo.

Peneliti : Abd. Wahid Abidin

Prodi : Pendidikan Bahasa Inggris

Nama Validator : Andi Tenrisanna Syam, S.Pd., M.Pd.

#### Petunjuk:

Berilah tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap media pembelajaran dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

3 : Cukup baik

No.	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1.	Kesesuaian soal dengan tujuan penelitian					√
2.	Kejelasan petunjuk pengerjaan soal		√			
3.	Kejelasan maksud dari soal					√

4. Kemungkinan soal dapat terselesaikan
5. Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris.
6. Kalimat soal tidak mengandung arti ganda
7. Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa, mudah dipahami dan menggunakan bahasa yang dikenal siswa

v

### **Komentar dan Saran**

1. Ubah petunjuk pengerjaan soal untuk pre-test dan posttestnya. Anda tidak perlu memberikan kosakata dan frase yang harus ada dalam teks deskriptif siswa. Biarkan siswa berfikir sendiri agar terlihat jelas sejauh mana aspek kosakata mereka. Anda cukup membatasi jumlah maksimal katanya dan waktunya.
2. Topik untuk soal post-testnya bisa diubah menjadi tempat yang sering siswa kunjungi di kota Palopo, misalnya, Labombo Beach. Tempat yang sudah tidak asing lagi bagi siswa.

### **Kesimpulan**

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 6 December 2021

Validator



Andi Tenrisanna Syam, S.Pd., M.Pd.





## Lembar Validasi Instrumen Penelitian.

### LEMBAR VALIDASI

#### Petunjuk:

4. Bapak/ibu diminta untuk memvalidasi beberapa item yang tertuang dalam Aspek Tujuan Pembelajaran, Aspek pemilihan Materi, Aspek Penggunaan Soal Penugasan Latihan dan Tes yang dikembangkan dalam penelitian ini.
5. Pengisian lembar ini dilakukan dengan memberi tanda cek (√) pada kolom angka yang dipilih dengan ketentuan sebagai berikut:

1 = Sangat Kurang

3 = Baik

2 = Kurang Baik

4 = Sangat Baik

6. Bapak/Ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No.	Aspek yang Dinilai	Penilaian
I.	Aspek Tujuan Pembelajaran	4 3 2 1
1.	Kejelasan instrumen standar kompetensi	√
2.	Kesesuaian kompetensi dasar dengan kompetensi inti	√
3.	Kejelasan tujuan belajar yang	√

ingin dicapai

4. Cakupan dan kedalaman tujuan yang ingin dicapai ✓

## II. Aspek Pemilihan Materi

1. Ruang lingkup materi tergambar jelas dan mudah diikuti ✓
2. Urutan pembelajaran jelas dan mudah diikuti ✓
3. Kejelasan materi sesuai tujuan belajar ✓
4. Manfaat perangkat secara objektif membantu belajar siswa ✓
5. Ketepatan memilih materi dan kebenaran konsep ✓
6. Kemudahan untuk memahami materi ✓

## III. Aspek penggunaan Soal penugasan Latihan dan Tes

1. Keseimbangan penguasaan materi ✓

2. Kejelasan Petunjuk penugasan dalam mengerjakan soal ✓
3. Jenis soal dan Tes sesuai dengan indikator ✓

**Komentar dan Saran**

.....

.....

**Kesimpulan**

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak di gunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 01 Desember 2021

Validator,



Rahmaati, SS

## MEDIA PEMEBELAJARAN

Judul Penelitian: The Use Of Clustering Technique in Improving Students Writing Ability on Descriptive Text at MAN Palopo.

Peneliti : Abd Wahid Abidin

Prodi : Pendidikan Bahasa Inggris

Nama Validator : Rahmawati,SS

### Petunjuk:

Berilah tanda cek ( $\checkmark$ ) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap media pembelajaran dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

3 : Cukup baik

No.	Aspek yang diminati	1	2	3	4	5
-----	---------------------	---	---	---	---	---

1. Materi

a. Penerapan Teknik Clustering yang digunakan sesuai dengan materi pelajaran

$\checkmark$

b. Penerapan Teknik Clustering yang

digunakan sesuai dengan tujuan pembelajaran

√

c. Penerapan teknik Clustering yang digunakan sesuai dengan Kompetensi dasar.

√

## 2. Ilustrasi

a. Penerapan Teknik Clustering dapat memberikan ilustrasi yang mudah tentang suatu objek.

√

b. Penerapan Teknik Clustering dapat mempermudah siswa dalam membuat tulisan tentang suatu objek.

√

## 3. Kualitas Penerapan Teknik Clustering

a. Penerapan Teknik Clustering menarik minat siswa dalam menulis

√

b. Dengan penerapan Teknik Clustering siswa menjadi tidak Mudah Bosan didalam kelas didalam pembelajaran menulis

√

4. Daya Tarik

a. Penerapan Tecknik Clustering

dapat mempererat hubungan guru dan siswa.

√

b. Penerapan Teknik Clustering dapat

mempermudah siswa dalam mengumpulkan ide-ide tentang suatu objek secara menyenangkan.

√

**Komentar dan Saran**

.....  
.....

**Kesimpulan**

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak di gunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 01 Desember 2021

Validator,



Rahmaati, SS

## TES KEMAMPUAN SISWA DALAM PEMBELAJARAN

Judul Penelitian: The Use Of Clustering Technique in Improving Students  
Writing Ability Through Descriptive Text at MAN Palopo.

Peneliti : Abd Wahid Abidin

Prodi : Pendidikan Bahasa Inggris

Nama Validator : Rahmawati,SS

### Petunjuk:

Berilah tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian  
Bapak/Ibu terhadap media pembelajaran dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

3 : Cukup baik

No.	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1.	Kesesuaian soal dengan tujuan penelitian					√
2.	Kejelasan Petunjuk pengerjaan soal					√
3.	Kejelasan Maksud dari soal					

4. Kemungkinan soal dapat terselesaikan √
5. Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa inggris.
6. Kalimat soal tidak mengandung arti ganda
7. Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa, mudah dipahami dan menggunakan bahasa yang dikenal siswa

#### **Komentar dan Saran**

.....  
.....

#### **Kesimpulan**

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak di gunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 01 Desember 2021

Validator,

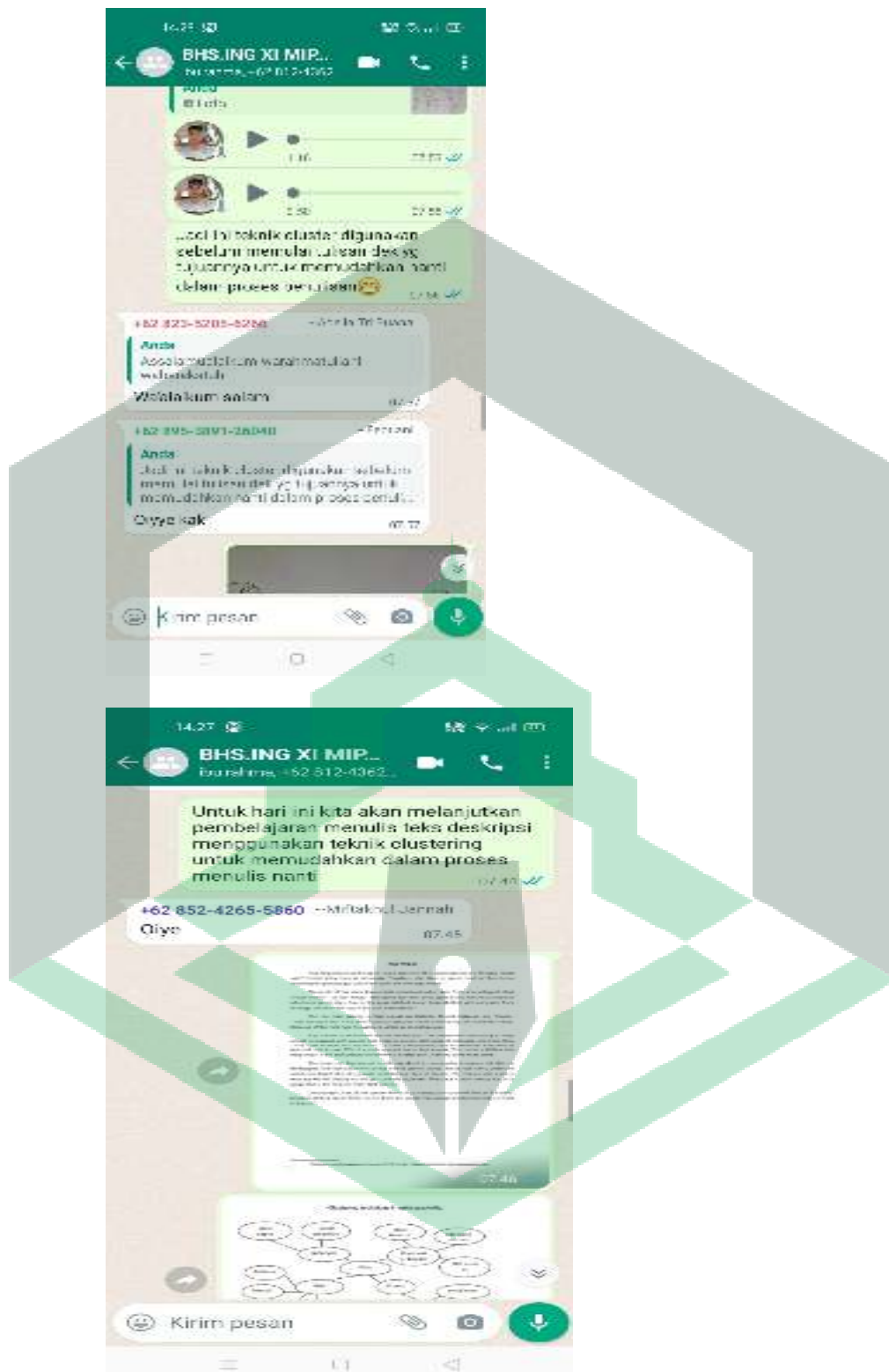


Rahmaati, SS





## B. TREATMENT





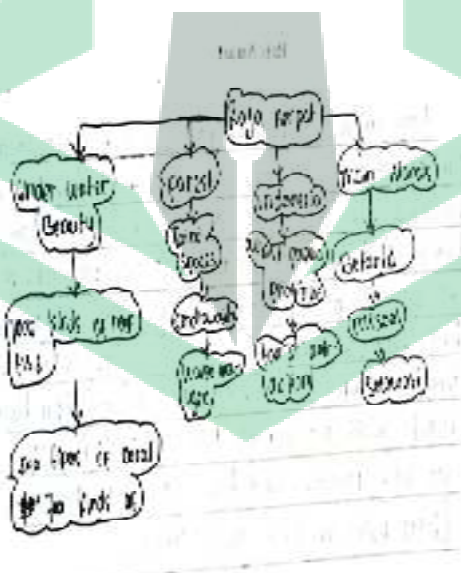
POST-TEST

POST-TEST  
 - Disiplin: Kebersihan  
 - Keaktifan: aktif  
 - Kerjasama: aktif  
 - Ketepatan: aktif  
 - Ketertarikan: aktif  
 - Ketekunan: aktif  
 - Ketepatan Waktu: aktif  
 - Ketepatan Hasil: aktif

3. Write down a descriptive text based on the words/phrases below:  
 a) Main islands: Borneo, Sumatra, Sulawesi, Irian  
 b) Indonesian seas: Flores, Lombok, Bali, Sumbawa  
 c) Underwater beauty: 200 kinds of reef fish, 200 types of coral, 100 kinds of sea shells  
 d) Marine life: fish species, coral reefs, water waves

Main Aspect

Raja Ampel is a beautiful island in West Papua, Indonesia. Raja Ampel has a view with high attractiveness, beauty, nature, scenery and water. Raja Ampel has so many beauty of the sea: look kind of reef fish, sea types of sea and sea kind of beautiful Raja Ampel has different bird species, coral reefs, and water waves. You can see many fisherman around the beach, some of them become local guides for tourists. Tourists like fisherman are very friendly and they will offer you things (local food) at some small stalls.





**PROJECT**

Name: Ushita, Nurwanita, Nur, Fadhil, Nurhidayah, Nurhidayah, Nurhidayah  
 Date: 20  
 Class: 10

1. What are the characteristics of a good teacher?  
 a. Must have a good character  
 b. Must have a good knowledge  
 c. Must have a good communication skill  
 d. Must have a good leadership skill

**My topic**

My topic is a good teacher. I want to be a good teacher because I want to help my students. I want to be a good teacher because I want to help my students. I want to be a good teacher because I want to help my students.

I believe that a good teacher is someone who is passionate about their work, who is committed to their students, and who is always learning. A good teacher is someone who is always learning, who is always learning, who is always learning.

My teacher was a great teacher. He was always there for me, and he always helped me when I was in trouble. He was always there for me, and he always helped me when I was in trouble. He was always there for me, and he always helped me when I was in trouble.

The good teacher is someone who is always learning, who is always learning, who is always learning. The good teacher is someone who is always learning, who is always learning, who is always learning.

