



**THE EFFECT OF CLUSTERING TECHNIQUE
ON STUDENTS' DESCRIPTIVE TEXT WRITING SKILL
AT X GRADE MAN 5 MANDAILING NATAL**

A THESIS

*Submitted to the State University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fullfilment of the Requirement
for the Graduate Degree of Islamic Education (S.Pd.) in English*

Written By:

HENI ARWIDA

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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

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Lampiran : 7 (Tujuh) Exemplar

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di-
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Assalamu'alaikum Wr.Wb.

Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n **Heni Arwida** yang berjudul **"The Effect of Clustering Technique on Students' Descriptive Text Writing Skill at X Grade MAN 5 Mandailing Natal"**, maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar sarjana pendidikan (S.Pd) dalam bidang Ilmu Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Seiring dengan hal diatas, maka saudara tersebut dapat menjalani sidang munaqosyah untuk mempertanggungjawabkan skripsi ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Heni Arwida**, entitled "**The Effect of Clustering Technique on Students' Descriptive Text Writing Skill at X Grade MAN 5 Mandailing Natal**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

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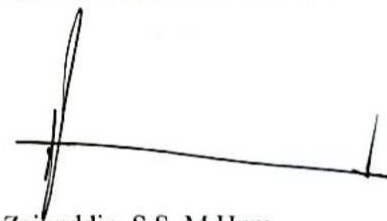
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ABSTRACT

This research is intended to investigate the Effect of Clustering Technique on Students' Descriptive Text Writing Skill at X Grade MAN 5 Mandailing Natal. The problem that faced by students in writing Descriptive Text were: 1) Students can not generate and organize the ideas, 2) Students are lack of vocabulary, 3) Students are confused how to start writing, 4) Students are confused about tenses.

The purposes of this research were to know the information about students' descriptive text writing skill before using clustering technique, to know the information about students' descriptive text writing skill after using clustering technique and to examine whether there is significant effect on students' descriptive text writing skill using clustering technique at X grade MAN 5 Mandailing Natal.

This research uses quantitative research by using experimental method, true experimental design was used in this research. The population were all of the students at X grade MAN 5 Mandailing Natal. The sample were X MIPA 1 as experimental group that consisted of 24 students and X MIPA 2 as control group that consisted of 24 students. The data were collected through pre-test and post-test in essay test form and analyzed by using Independent Sample T-test.

The result of this research showed that the mean score of experimental group was higher than the mean score of control group after using clustering technique. The mean score of experimental group after using clustering technique was 74.29 and mean score of control group after using conventional method was 56.08. It can be concluded that clustering technique is very useful for writing descriptive text. In addition, $t_{count} > t_{table}$ ($6.985 > 2.012$). It means H_a is accepted and H_0 is rejected. There is significant effect on students' descriptive text writing skill in learning by using clustering technique at X grade students of MAN 5 Mandailing Natal.

Key Words: Clustering Technique, Writing Descriptive Text.

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ABSTRAK

Penelitian ini fokus pada pengaruh dari Teknik Clustering dalam Penulisan Teks Deskriptif pada Kelas X Siswa MAN 5 Mandailing Natal. Ada beberapa masalah yang dihadapi siswa dalam menulis teks deskriptif diantaranya: 1) Siswa tidak bisa menghasilkan dan mengatur gagasan, 2) Siswa lemah dalam kosakata, 3) Siswa bingung bagaimana memulai menulis, 4) Siswa sulit untuk memahami tenses.

Penelitian ini bertujuan untuk mengetahui informasi tentang kemampuan siswa dalam menulis teks deskriptif sebelum menggunakan teknik clustering, untuk mengetahui informasi tentang kemampuan siswa dalam menulis deskriptif teks setelah menggunakan teknik clustering dan untuk menguji apakah ada pengaruh yang signifikan dalam kemampuan menulis siswa pada penulisan teks deskriptif menggunakan teknik clustering pada siswa kelas X MAN 5 Mandailing Natal.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan menggunakan rancangan penelitian eksperimen sungguhan. Populasinya adalah seluruh kelas X MAN 5 Mandailing Natal. Sampelnya adalah kelas X MIPA 1 sebagai kelompok eksperimen yang terdiri dari 24 siswa dan kelas X MIPA 2 sebagai kelompok kontrol yang terdiri dari 24 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal essay dan dianalisis menggunakan rumus Independent Sample T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan teknik clustering. Rata-rata skor kelompok eksperimen setelah menggunakan teknik clustering adalah 74.29 dan rata-rata skor kelompok kontrol setelah menggunakan metode ceramah adalah 56.08. Sehingga dapat diartikan bahwa teknik clustering sangat bermanfaat untuk penulisan teks deskriptif. Selain itu, $t_{count} > t_{table}$ ($6.985 > 2.012$). Sehingga dapat disimpulkan bahwa H_a diterima dan H_0 ditolak. Jadi ada pengaruh yang signifikan dari penggunaan teknik clustering terhadap kemampuan menulis teks deskriptif siswa pada kelas X MAN 5 Mandailing Natal.

Kata Kunci: Teknik Clustering, Menulis Teks Deskriptif.

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First and foremost, praises and thanks to the Almighty, for His shower of blessings, as well as the strength, peace of mind, and good health that He bestowed upon me during my bachelor's degree, allowing me to successfully complete the research of work. Then, Shalawat and Salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

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I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to level up this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, 30 November 2022
Researcher

Heni Arwida
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is the process of creating or rewriting a few words, phrases, sentences, and paragraphs into a quality book. It is one of the language skill that should be mastered by students. Writing is a process that needs of describing a language to produce a message. It will be a way to get knowlegde in daily life especially in educational life.

Writing is the single most essential skill to learn in school. It can be seen from the words that stated by Raimes that writing helps the students learn.¹Jeremy Harmer also states that it has always formed part of the syllabus in the teaching.²It is learned in every age of educational although it is just about writing a few vocabularies. In Indonesia, writing has been learned in every level of school.

The most challenging language skill is writing because both pronunciation and form vary. Additionally, learning a language is a difficult ability. In the writing process, thinking skill is needed. Mastering vocabularies and tenses become the main key to get a good writing. Students have to learn writing because writing is where the people think and it would be a way to up speaking.

¹Ann Raimes, *Techniques in Teaching Writing* (USA: Oxford University Press, 1983), p. 3, <https://id1lib.org/book/1248013/326b31>.

²Jeremy Harmer, *How to Teach Writing* (Edinburgh: Pearson Education, 2004), p. 31, <https://id1lib.org/book/1267202/31ed0d>.

Finally, writing is a way to create a text that build from words, phrases, or sentences. It can be a way to develop ability in using language tha contains grammar and also can add a lot of vocabularies.

Basically, there are four basic skills of English: listening, speaking, reading, and writing. But one of the important skill from four basic skills is writing. Being able to write is a vital skill for speakers as a foreign language as much as for everyone using their own first language.³ In addition, writing is used for a wide variety of purposes it is produced in any differet forms.⁴ For instance, book, journal, article, letter, etc.

In this research, the writing is focus on writing descriptive text that have been done in Senior High School. Descriptive text is a text that has function to describe something such as thing, people, animal, etc. In writing descriptive text, there are a few grammatical patterns like specific noun, simple present tense and vocabulary.

Based on pre-research with teacher in MAN 5 Mandailing Natal, English teacher stated that students are confused how to start writing anddo not know how to generate the ideas.⁵ Students also lack of vocabularyand lack of structure and grammar.Teachers have many ways to teach the students. In teaching, English teachers use technique

³Jeremy Harmer, p. 3.

⁴Harmer, p. 4.

⁵Private interview to English Teacher of MAN 5 Mandailing Natal, (Mandailing Natal: MAN 5, January 13th, 2022)

such as Grammar Translation Method and Conventional Method. The teachers have tried to teach students especially in writing but students can not generate the ideas and confused how to start writing.

One manner to encourage students in studying English, especially writing is using different technique. There are many techniques of writing,⁶ for example prompts, free writing, cluster, and outlining technique. They can be a way to make students feel interested in writing lesson. In addition, the other researcher also found the technique to teach writing like estafet writing technique⁷. The technique can enlarge the students' writing skill.

In this research, the researcher chooses Clustering Technique to share with the students how to start writing and how to generate the ideas. It is a nonlinear brainstorming process that generates ideas, images, and feeling around a stimulus word until a pattern become discernible.⁸ The technique of clustering gives you access to the patterns and associations of your Design mind.⁹ It means the pupils will play their mind and make the design. Clustering Technique contains of a

⁶Nurul Fitri, "The Effect of Clustering Technique towards Students' Achievement in Writing Paragraph of the Second Grade Students of Sman 1 Kuala Tungkal," *International Journal of Humanities, Social Sciences and Education* 5, no. 9 (2018), p. 128, <https://doi.org/10.20431/2349-0381.0509018>.

⁷Eka Sustri Harida et.al., "The Effect of Using Estafet Writing Technique on Writing Recount Text at Grade XI Students of MA An-Nur Padangsidempuan in Covid-19 Era" <https://tinyurl.com/5n83bnt7>.

⁸Carol Booth Olson, *Practical Ideas for Teaching Writing as A Process*, ed. California Writing Project (California: Diane Publishing Online, 1987), p. 17, <https://tinyurl.com/2ju6zyvc>, accessed on October 19th, 2021 at 11. 36 pm.

⁹Jeremy P. Tarcher, *Writing the Natural Way, Using Right-Brain Techniques to Release Your Expressive Power* (New York: Penguin Putnam Inc, 2000), p. 27, <https://id1lib.org/book/11187871/e481bf>.

main topic as a center and related ideas as branches. Clustering is effective because it seems to be reflection of the way the Design mind naturally works that is, it cluster for patterns meaningful to it all the time as it scans its universe.¹⁰ The researcher realizes that this research is not a new research in this time. From reading research, the researcher found a few researches about clustering technique but different in the context. For example, the thesis by Irawati about the influence of clustering technique towards students' writing skill in recount text¹¹ and also a thesis by Wahyuni about the influence of clustering technique towards students' exposition paragraph writing ability.¹² Then, improving student's writing ability in report text through clustering technique.¹³ They are different in the part of the text.

Based on the above explanation, the researcher is interested in performing a clustering technique to test the theory whether the clustering technique would have a significant effect on students' writing ability in writing a descriptive text.

¹⁰Tarcher, p. 28.

¹¹Yuni Irawati, "The Influence of Using Clustering Technique towards Students' Writing Ability in Recount Text at the First Semester of the Eighth Grade at Mts. Waylahu Kalianda in the Academic Year of 2018/2019" (Raden Intan Islamic State University Lampung, 2018).

¹²Sri Wahyuni, "The Influence of Using Clustering Technique Towards Students' Exposition Paragraph Writing Ability at The Second Semester of the Tenth Grade of MAN 1 Tanggamus in 2015 / 2016 Academic Year," *English Education: Jurnal Tadris Bahasa Inggris* 9, no. 1 (2016): 143–60, <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/424>.

¹³Rayendriani Fahmei Lubis et. al., "Improving Student's Writing Ability in Report Text through Clustering Technique at Grade XI SMAN 1 Siabu," *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 05. No. 1. (2017), <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/view/1167/969>

B. Identification of the Problem

Based on background of the problem, it would be seen that some problems in writing skill at X grade students of MAN 5 Mandailing Natal can be identified by:

10. Students can not generate and organize the ideas.
11. Students are lack of vocabulary.
12. Students are confused how to start the writing.
13. The students are confused about tenses.

C. Limitation of the Problem

This research focus on generating and organizing the ideas, and starting the written. There are many kinds of text that studied in that grade, but the researcher focused on Descriptive Text.

D. Formulation of the Problem

The formulation of the problem in this research are:

1. How is the students' descriptive text writing skill before learning by using Clustering Technique at X Grade Students of MAN 5 Mandailing Natal?
2. How is the students' descriptive text writing skill after learning by using Clustering Technique at X Grade Students of MAN 5 Mandailing Natal?

3. Is there any significant effect on students' descriptive text writing skill by using Clustering Technique at X Grade Students of MAN 5 Mandailing Natal?

E. Objectives of the Research

Based on the research questions stated, this research has three objectives, they are:

1. To investigate the students' descriptive text writing skill before learning by using Clustering Technique at X Grade Students of MAN 5 Mandailing Natal.
2. To investigate the students' descriptive text writing skill after learning by using Clustering Technique at X Grade Students of MAN 5 Mandailing Natal.
3. To investigate whether there is significant effect on students' descriptive text writing skill by using Clustering Technique at X Grade Students of MAN 5 Mandailing Natal.

F. Significances of the Research

The significances of the research are:

4. For the teacher, when writing a descriptive text in advance, the teacher can use this technique in the learning process to make the students think and know what they should do.
5. For the students, this research makes students more interested in writing text activity, especially in writing descriptive text using Clustering Technique.

6. For the readers, the result of this research motivates the readers and acquires additional knowledge about the technique of teaching writing.
7. For the next researcher, the result of this research is expected can be the useful information about the effect of using Clustering Technique on students' writing skill in descriptive text.

G. The Definition of Operational Variables

The definition of operational variables of this research are:

1. Writing Skill

Writing skill is a skill from the writer to inform/persuade/entertain the readers with the written text.

2. Clustering Technique

Clustering technique is a way to design mind with making a topic in the middle of the paper and make some words that related to the topic.

H. Outline of Thesis

In this research, the resercher organizes the systematic of the research into 5 chapters. Each chapter includes of sub chapters which designated as follow: in chapter 1, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of operational variables and outline of thesis.

In chapter 2, is consists of theoretical description of writing skill, description about clustering technique, description about descriptive text, descriptive about conventional method, review of related findings, conceptual framework and hypothesis.

In chapter 3, it consists of research method, which consists of time and place of the research, research methodology, population and sample, instrument of the research, technique of the data collection and technique of data analysis.

In chapter 4, it is the result of the research, this chapter is talking about data analysis, description of the data and threats of the research.

Lastly, in chapter 5, consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the readers, teachers and the next researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Writing Skill

1. The Definition of Writing

There are many definitions of writing. Writing is an art to express views, ideas and thoughts that contains messages for the readers. Writing is process to build a text, note or to make information that can be useful for daily life. Writing is the best way to share information through written. It is a way where the writers communicate with readers. Every single day, people will face some information in written form.

Furthermore, writing is a skill of writer to communicate ideas to the readers. Siahaan mentions, the written productive language is called writing. It is the skill of a writer to communicate information to a reader or group of readers.¹ It is a way to share the information in other from the information, the reader can take the purpose of the information.

Lubis states that, writing is an activity for producing and expressing. Generates words and sentences that express the meaning of ideas, therefore the ability to write is the activity of

¹Sanggam Siahaan, *The English Paragraph*, First Edition (Yogyakarta: Graha Ilmu, 2008), p. 2.

transmitting ideas through words and sentences, ideas are scientifically modified.² In which writing can be read by all as a product of many ideas with meaning. It means, everyone can give or express the ideas with this way.

It is also added by Brown, writing is the nature of composing process of writing. Written products are often the result thinking, drafting and revising procedures that require specialized skill, skills that not every speaker develops naturally.³ In writing process, the writer should have attitude and create it patiently. In other, the message can be stated clearly to the readers.

In addition, writing is a process of putting ideas down on paper to transform thoughts in to words with giving them structure and coherent organization.⁴ By doing writing, everyone could give their thoughts and share the thoughts that would be as information to others. The ideas or thoughts that has been written has structure and coherent organization.

From the explanation above, the researcher can conclude that the writing is a process to build many ideas, information, text in writing which can be as a way for communication from the writer to readers that has sense and useful for life.

²Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 2, no. 1 (2014), p. 61, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>.

³H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 3rd ed (New York: Pearson Education, 2007), p. 391.

⁴Brown, p. 392.

2. Process of Writing

Process of writing is a process of thinking in creating a written form. In process of writing, the writer is doing activity to create written text with some measures. According to Suzanne and Owen, in process writing, students experience five interrelated phases: prewriting, drafting, revising, editing, and publishing.⁵ While the prewriting phase, students select a topic and generate the ideas. Next they begin writing. As they compose their first draft, they are encouraged to let their ideas flow freely without worried the details of grammar, punctuation, and spelling. After completing the first draft, students reread their papers, achieve feedback from their teacher and/or peers, and then start revising. Revisions focus on conveying ideas effectively. Last, in preparation for publishing the paper is edited for correct punctuation, spelling, and grammar.

Finally, the writing process is how it should be written in order for the writing to be good and satisfying. The writing should follow the sentences from the first to the last sentence.

Based on Renandya and Richards, that process of writing activity incorporates the four basic writing stages such as

⁵Suzanne F Peregoy and Owen F Boyle, *Learning in ESL A Resource Book for Teaching*, Seventh Ed (New York: Pearson Education, 2017), p. 290, <https://id1lib.org/book/17040756/318e92>.

planning, drafting (writing), revising (redrafting) and editing and three other stages by the teacher like responding, evaluating, and post writing.⁶ They can be explained below.

3. Planning

Planning is same with prewriting activity. Prewriting activity is a way to support students to do writing. In fact, it helps students to face the blank paper and they would build the ideas and gather information for writing. The way in this stage followed with group brainstorming, clustering, rapid free writing, and w-h question.

4. Drafting

For this stage, the students do not need to fill the paper with good grammatical accuracy and neatness for writing. In other, the stage makes students to focused on the fluency of writing.

5. Responding

Responding to students' writing by the teacher or by the peers to their friends' writing. it can be an oral responding or writing responding.

6. Revising

⁶Willy A. Renandya and Jack C. Richards, *Methodology in Language Teaching An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 316, <https://id1lib.org/book/647615/c9c3f2>.

Students review their text from responding that have been given. They reexamine what was written and how good they have communicated the meaning to the readers. The revising is not about error language but it is about content of writing and organization of ideas so that it is clear or not to the readers.

7. Editing

In this stage, the students try to tidy up their text. They edit their own for grammar, spelling, punctuation, sentence structure, etc.

8. Evaluating

For evaluating, the numerical score and grade may be assigned. It can be as a motivation for the peer or group to advance their text or writing in the next time.

9. Post-writing

The last but not least, the teacher made some activities such as sharing, publishing, reading aloud and making performance. So it can be motivated students and they can feel that they writing/text has purpose.

So, there are many stages in writing process for developing ideas or information. Stages must be tidy and guide the students to build the text or information. In that, it can help the students in writing.

3. Teaching Writing Skill

Writing skill is an ability which helps writers or pupils put their thoughts into words in an essential form to interact the message. It is a way for learners to get independence, comprehensibility, fluency and creativity in writing. It means the learners are taught to write what they catch from the text of writing in other it makes the learners have independence in writing.

Teaching is process of transferring knowledge from the teacher to students. Teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand.⁷ So that, teaching is a way to share anything that could change someone from the foolishness to intelligence.

Writing as one of the skill that always exists in syllabus in teaching English. It means the students have to be mastered in writing English. However, it can be used for a variety of purposes.

⁷H. Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Ed (America: Pearson Education, 2007), p. 8, https://doi.org/10.1007/978-1-4419-1428-6_347.

Teaching writing skill is way to make the students comprehend about writing. The students suppose to be able to create a written text although just a little sentences. The way students write depends on their level or age. Students may enjoy writing ‘lonely hearts’ advertisements for example. It would provide vocabulary practice but it might also allow them to be imaginative and hopefully, have some fun.⁸ The beginners can be taught the simple written text. It can be a simple story or a simple poetry. The model of the teaching writing will be chosen based on the students’ character. Our desicion, though, will be based on how much language the students know, what they interest are and what they think will not solely be useful for them but also motivate them exactly.⁹

Finally, teaching writing skill needs variety of ways to teach writing that make students are enjoyable the writing activity.

4. Writing Assessment

Assessment is a consideration of something and judgment them. It is the way to see whether it is good or bad. Assessment is very important to see the level of something. Brown said that assessment is an integral aspect of the pedagogical process of designing lessons, implementing them, and evaluating their

⁸Jeremy Harmer, *How to Teach Writing*, p. 28.

⁹Jeremy Harmer, *How to Teach English* (Edinburgh: Longman, 1998), p. 80,
<https://id1lib.org/book/2492423/746ace>.

success.¹⁰ With assessment the teacher can see if the goals of the lesson reached or not. Without an assessment, component in every lesson, every unit, and every course, we could not determine the attainment of objects and goals.

An analytical rating, Brown and Bailey designed an analytical rating scale that identified five main categories and a description of five different levels in each category, ranging from unacceptable to excellent.¹¹ Analytical rubric for doing assessment can be seen in this table.

Table 1
The Analytical Scoring Guidance by Brown and Bailey¹²

Categories	Maximal Score
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

In order in which five categories that would be analyzed (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality expression) are listed may bias the evaluator toward the greater

¹⁰H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 3rd ed (New York: Pearson Education, 2007), p. 413.

¹¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004), p. 243.

¹²Brown, p. 246.

importance of organization and logical development as opposed to punctuation and style.¹³ The score shows the students' weakness and strength.

The researcher concludes that the assessment is very important for the education. In order to see how far the students understand the lesson.

B. Clustering Technique

1. Definition of Clustering Technique

Clustering technique is a prewriting activity to generate ideas with make a topic in a center of a piece of paper. It is the way to think about the words that related to the topic that will be talking about. It can be illustrated with a blank paper that put the topic in the middle of the paper. Clustering technique is the process of generating the ideas. It can see from Olson words that clustering is a nonlinear brainstorming process that generates ideas, images, and feeling around a stimulus word until a pattern become discernible.¹⁴ Clustering technique is developed by Gabrielle Luser Rico in 1983. It is a first step in writing to break down some ideas and write them down on a blank piece of paper without evaluating the truth of what is written. In writing process

¹³Brown, p. 243.

¹⁴Carol Booth Olson, *Practical Ideas for Teaching Writing as A Process*, ed. California Writing Project (California: Diane Publishing Online, 1987), p. 17, <https://tinyurl.com/2ju6zyvc>, accessed on October 19th, 2021 at 11. 36 pm.

there is a prewriting step. One of the technique in prewriting is clustering.

Clustering is that magic key. In fact, it is a master key to natural writing.¹⁵ It is a way to appear ideas in the brain of writer. Clustering technique helps writer to think a visual way. The writer would make mind design in her thinking.

According to Dawson and Essid, clustering is a form of prewriting that allows an author to explore many ideas as they occur to them. As with brainstorming or free association, grouping allows students to start without clear ideas.¹⁶ Clustering technique can be a door way to design mind. Through clustering we naturally come up our mind where the experiences of a life time mingle. It is the writing tool that accepts doubt, ignorance, apparent chaos and gradually traces an inner landscape as ideas emerge.¹⁷ It could be a way to start the writing text with design mind.

William Stafford says that clustering is like fishing. But do not wait very long, for there is always a nibble and this is where receptivity comes in. To get started, I will accept anything that

¹⁵Jeremy P. Tarcher, *Writing the Natural Way* (New York: Penguin Putnam Inc, 2000), p. 14, <https://id1lib.org/book/11187871/e481bf>.

¹⁶Melanie Dawson and Joe Essid, "Clustering in Writing," (<http://writing2.richmond.edu/writing/wweb/clusterprint.html>, accessed on November 6th, 2021 retrieved at 7.24 am).

¹⁷Jeremy P. Tarcher, *Writing the Natural Way*, p. 15.

occurs to me. We can't keep from thinking.¹⁸ It is like designing mind that have been occurred in the mind. The word that has been appeared ought to think more words that related into that word as soon as possible.

Based on explanation above, the researcher realizes that the Clustering Technique is a technique in prewriting that design mind in a blank of paper. It is used with making a circle in the middle of paper and make some ballons around the circle that in the middle then create some words that relate to that word. It helps the students to start the writing in other, they will not feel stuck to begin the writing.

2. Steps of Clustering Technique

Clustering technique is a technique used in prewriting that will be a way of generating and connecting ideas visually. The steps of clustering technique can we see below:¹⁹

- a. First, in the center of the paper, write the topic and draw a balloon around it.
- b. Then, Write related ideas around the topic, circle them then connect them to the central circle/ballon.

¹⁸Tarcher, p. 22.

¹⁹M Ali Ghufron, "The Implementation of Clustering Technique To Improve Students ' Writing Skill in Descriptive Text of the Eighth Graders of Mts Darul Ulum Purwoasri Sukosewu Bojonegoro in the Academic Year of 2012 / 2013," *Jurnal Edutama* 1, no. 1, (2014), p. 12, <https://is.gd/qcQwm>.

- c. Think about each of these ideas and make more balloons around them.
- d. Then, see the set of cluster that have been created. If it is enough to make a draft, we can do writing paragraph.

In addition, here are the steps of using clustering technique:²⁰

- a. Take a sheet of paper and write down your main topic in the middle of the paper then circle it.
- b. Write ideas that related to the topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.
- c. Write down ideas, examples, facts, or other details relating to each idea and join to the relevant circles.
- d. Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.
- e. Keep going up to we can think nothing else related to our topic.
- f. The clustering is have been done

²⁰Nurmala Hendrawaty and Nurfitriya Ambarwati, "Using Clustering Technique towards Students' Writing Skill in Recount Text," *Deiksis* 9, no. 3 (2017),p. 356, <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/1843>.

So the steps of using clustering technique are from blank paper, then writer writes the topic in the center of the blank paper, then connect it to other words that related to the topic until writer gets many words that related to the topic.

3. Advantages of Clustering Technique

There are some advantages of clustering technique;²¹ they are:

- a. Clustering technique can stimulate students' ideas.
- b. Clustering technique guides the students to compose the ideas into good composition of writing.
- c. The clustering technique ensures that the students think more creatively and do not get bored while writing texts.
- d. It is adaptable for all ages students.
- e. Clustering technique can be used for many kinds of writing.

Based on the research by Meisuri and Wahyuni there are some the advantages of clustering technique:

- a. Reduced single points of failure functionality.
- b. Ability to perform maintenance and upgrades with limited downtime.²²

²¹Eva Destrianti, "The Effect of Clustering Technique on Students' Writing Ability," *Journal of English Education and Teaching (JEET)* 2, no. 2 (2018), p. 85, <https://ejournal.unib.ac.id/index.php/JEET/article/view/5695>, accessed on November 17, 2021 at 11.05 p.m.

²²Meisuri and Sri Wahyuni, "The Influence of Using Clustering Technique Towards Students' Exposition Paragraph Writing Ability at the Second Semester of the Tenth Grade of MAN 1 Tanggamus in 2015/2016 Academic Year," *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan* 9, no. 1 (2016): 143–60, <https://media.neliti.com/media/publications/69242-EN-the-influence-of-using-clustering-techni.pdf>.

In addition, the advantages of the clustering technique by Sideh are ²³:

- a. It is effective since it provides the place of key words and vocabularies in writing.
- b. Clustering increases the students' vocabulary
- c. It helps the students in constructing the plot line of the story.

Based on the explanation above, the researcher concludes that the advantages of clustering technique are the technique can be used for many kinds of writing, the technique makes students think creatively and can be a way to enlarge the students' vocabulary.

4. Disadvantages of Clustering Technique

The disadvantages of clustering technique are:

- a. Students have to think critically about word that must be related to the topic center.
- b. Should be long enough to complete all stages²⁴
- c. It may lead the students to ignore the grammatical aspects in their writing.

²³Suhailah Sideh, "The Influence of Using Clustering Technique towards Students' Analytical Expository Writing Ability at the Second Semester of the Eleventh Grade of SMAN 12 Sukarame Bandar Lampung in the Academic Year of 2017/2018" (Raden Intan State Islamic University, 2018), [http://repository.radenintan.ac.id/4636/1/A Thesis .pdf](http://repository.radenintan.ac.id/4636/1/A%20Thesis%20.pdf).

²⁴Yuni Irawati, "The Influence of Using Clustering Technique towards Students' Writing Ability in Recount Text at the First Semester of the Eighth Grade at Mts. Waylahu Kalianda in the Academic Year of 2018/2019" *Thesis*, (Lampung: Raden Intan State Islamic University Lampung, 2018), p. 55.

- d. It does not a good technique in writing long paragraph like an essay.²⁵

To solve these problems are:

- a. Students are given time to think and teacher must guide the students.
- b. Students are given limit time to do the writing with the technique.

To conclude it, clustering technique is a brainstorming technique. There are advantages and disadvantages from this technique. teh technique need much time and does not good in long paragraph. Teacher have to make students feel fun and try to create cozy class.

C. Description of Descriptive Text

H. Definition of Descriptive Text

Descriptive is regularly describing people, place, and object. The description is text written in English in which the author describes an object. In this text, the object can be a concrete or abstract object. This can be a person, an animal, a tree, a house or a camp.²⁶ The function of the text is to describe a specific person, place or thing.

²⁵Wahyuni, "The Influence of Using Clustering Technique Towards Students ' Exposition Paragraph Writing Ability at The Second Semester of the Tenth Grade of MAN 1 Tanggamus in 2015 / 2016 Academic Year."

²⁶Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89.

Description is a process in describing something. Description is about sensory experience how something looks, sounds or tastes.²⁷ From the description of something, someone could give information about something with describing the thing that would be told.

The descriptive text contains two components, such as identification and description. Identification is the identification of the object to be described, although the description describes parts, properties and characteristics of the object to be described. For instance, person, place, animal, and thing.

Needed, descriptive text is a text that describes an object. It can be person, thing, animal, place, etc.

I. Generic Structure of Descriptive Text

Generic structure is the way in which a text is constructed to suit its purpose. It is element to arrange a text. Generic structure would guide the writer to write a text systematically.

Based on Sanggam and Shinoda²⁸ text structures of descriptive text are identification and description.

1) Identification

Identifying the phenomenon to be described.

Identification introduces the character of the thing that

²⁷Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley, 2000), p. 351, <https://id1lib.org/book/17573177/baa591>.

²⁸Sanggam Siahaan and Kisno Shinoda, p. 89.

described in the text. In addition, identification contains about the introduction of a person, place, animal or object will be described.²⁹ It can be concluded that identification is a part of the descriptive text that contains about introduction what the writer described.

2) Description

Description apart of describing the phenomenon in the parts, qualities and characteristics. It contains a description about something like animal, thing, place or person by describing its forms, colors, anything that related to what the thing would be described.

J. Language Feature of Descriptive Text

There are a lot of language features of descriptive text. They are:³⁰

- 1) It focuses on specific participant. In describing something, the text must be focused on one subject like Borobudur temple, my new house, a thing, my pet, and so on.
- 2) In describing the features of the subject, adjectives are used. Adjectives are used to describe the object. To illustrate that, small, big, wonderful, fantastic, etc. For example, Aek Sijorni is a wonderful place.

²⁹Talenta School“Descriptive Text Grade 7”(Accessed in 16 June, 2022 at 8.33 pm).

³⁰Ika Sastrawati, “Improving the Students’ Ability to Write Descriptive Paragraph through Draw Label Caption (DLC) Technique” 4, no. 1 (2015), <https://tinyurl.com/2x3enjkk>.

- 3) It uses linking verbs such as is, are, has, have, belongs to.
For instance, Heni has long hair.
- 4) A verb used in descriptive text is in form of simple present tense. Arwida is a student.
- 5) It uses action verbs. It can describe about something that has action in that. Like sleep, call, cook, etc. For example, We usually call her rose.
- 6) It uses descriptive language. in contrast, it is about descriptive text, the language have to describe the object that would be written.

It could be summerized that, the descriptive text uses simple present tense, adjectives, linking verbs, descriptive language, an focused on one object.

K. Example of Descriptive Text

Example 1

My House³¹

My house is located in Nusantara Street, Mandailing Natal. It has wide land. In front of the house, there are many flowers and there is Indian-almond tree. There is a bamboo fence in front of my house. My house has a beautiful color. It is blue light. There are several rooms in my house. They are a living room, bathroom, kitchen and three bedrooms. (Identification)

³¹Heni Arwida, The Writer of the Text.

The first room is a living room which functions to receive the guest and gathers with my family. In this room, there is a set of chair and a table. There are also two window that covered by green curtain. This room is not too big. The second room is my brother's bedroom. In the bedroom, there is a bed and one window. There is a small wardrobe and there are many books above the wardrobe. There is a guitar beside the window. The third room is my bedroom with my little sister. There is a big wardrobe and a book case beside that. In my bedroom, there is a window that covered by green curtain. The room is a bit wide and there are two beds. Beside the book case, I put my desk and my old books. The forth room is my parents' bedroom. There are a bed and a wardrobe. In the bedroom exists a window that covered by green curtain. There is a old hanger. It has a good wood. The fifth room is the bathroom which contains a water tap and a water closet. The sixth room is a kitchen; the first thing that can be see in this room is refrigerator beside that is dresser. There is a dining table with two chairs and two gas stoves next to it. Beside the gas stoves there is a window. In this room, there are three doors. In my back house is my neighbour house. It is my house; cozy, small but I love it. (Description)

Example 2

Aek Sabaon³²

Aek Sabaon is located in Marancar, South Tapanuli Regency, North Sumatra, Indonesia. It is a good place to spend the vacation. Aek Sabaon is opening everyday at 6:00 am- 9:00 pm. It is close to the city of Sidimpuan. (Identification)

Aek Sabaon has beautiful mountains, rivers and family lodges. There are a few bridges over the river. There everyone feel relaxed and feel the power of Allah. The location is beautiful and the nature is cold. There are many places to take a sit and enjoy the view. There are many chairs and flowers. Aek Sabaon is recommended place to enjoy the holiday with family. (Description)

D. Conventional Method

1. Definition of Conventional Method

Conventional method is a method in teaching the students where the teacher as the center of the class. The students do listening to the teacher. Endro³³ states that the conventional method is a method where the teacher does not distribute knowledge but more repetition. Students are asked to memorize

³²Heni Arwida, the Writer of the Text.

³³The Information System Bureau of UMY, "Convensional Teaching Methods Cause Students to Think Less Critically" (Yogyakarta, 2011), <https://www.umy.ac.id/metode-pengajaran-konvensional-sebabkan-siswa-kurang-berpikir-kritis>. Accessed on 5th January, 2022 at 3:20 pm.

but not analyze critically. In conventional teaching method, students are the passive object. They listen to the teacher who the center of the class.

To conclude it, conventional method is a method where the teacher as the center of the knowledge, the students as the passive object in the process of the teaching and learning.

2. Strengths of Conventional Method

Conventional method is the method where the teacher talk all the time to share the knowledge. Based on Djamarah in Syafnidawaty states that the strenghts of conventional method are:³⁴

- a. Teacher can take control the classroom.
- b. It is easy to organize the classroom.
- c. The class can be followed by a lot of students.
- d. Easy to prepare and to do.
- e. Teacher can explain the material well.

Needed, in conventional teaching method, the teacher can control the classroom and explain the material well, also the classroom can be followed in large of students.

³⁴Syafnidawaty, "Model Pembelajaran Conventional," 2020, <https://raharja.ac.id/2020/11/17/model-pembelajaran-konvensional/>.

3. Weakness of Conventional Method

There are many weaknesses of conventional method that can be see below:³⁵

- a. Students are passive in the classroom.
- b. Students become uncritical.
- c. The teacher makes the students to memorize the text.
- d. Assessment is usually only through exam with multiple choice questions.
- e. Students do not have freedom to express their thoughts.

From the explanation above, the weakness of conventional method are students become uncritical and passive in the class, students do not have time to share their feeling and their thoughts, and the sttudents are forced to memorize the text or material.

E. Review of Related Findings

There are some studies related to the clustering technique towards students' writing that had been previously done by other researchers. The first is Irawati's research. In her research, the average score of post-test in experimental class (82.19) was higher that the the result of post test in control class was (70.53). It also proved there is a significant influence of using clustering technique

³⁵UMY, "Convensional Teaching Methods Cause Students to Think Less Critically."

towards students' ability in writing recount text.³⁶ It means that the technique is useful for students' writing.

The second research is Tiara, the result of data analysis shows that t_{count} was 2.92 while t_{table} in significance level 5% was 2.02. it means t_{count} is higher than t_{table} $2.92 > 2.02$. It concludes that there is significant effect of clustering technique in improving students writing recount text.³⁷ Based on the result, it can be drawn that teaching writing recount text can be taught by using of clustering technique.

The third, the research from Anggitaningrum, et. al., that sum up the clustering technique has a special effect by helping students generate ideas, improve their writing fluency and develop their writing skills. ³⁸ From that, clustering technique gives significant impact on students writing skill in building paragraph in narrative text.

The fourth, Ambarwati and Saragih, it is clustering technique and vocabulary mastery towards students' writing skill in recount

³⁶Yuni Irawati, "The Influence of Using Clustering Technique towards Students' Writing Ability in Recount Text at the First Semester of the Eighth Grade at Mts. Waylahu Kalianda in the Academic Year of 2018/2019" *Thesis*, (Lampung: Raden Intan State Islamic University, 2018).

³⁷AdeTiara, "The Effect of Clustering Technique on Students' Ability in Writing Recount Text" *Thesis*, (Jakarta: State Islamic University Syarif Hidayatullah, 2015), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/34714/2/ADE%20TIARA-FITK.pdf>.

³⁸Nindya Revani Anggitaningrum et. al., "Investigating Clustering Technique on Students' Writing Skill in Narrative Text," *Journal Polingua: Scientific Journal of Linguistic Literatures and Education* 10, no. 1 (2021): 12–15, <https://doi.org/10.30630/polingua.v10i1.164>, Accessed on November 17, 2021 at 11:30 pm .

text at Private Vocational High School in East Jakarta.³⁹ Based on the research, the value (Sig) being $0.018 < 0.05$ and $F_0 = 5.921$. It means there is significant interactive effect of clustering technique and vocabulary mastery towards students' writing skill in recount text.

The fifth Improving Student's Writing Ability in Report Text through Clustering Technique at Grade XI SMAN 1 Siabu.⁴⁰ The result showed that first test result in cycle 1 is 58.92 (25%) and the second test result in cycle 2 is 83.28 (89.28%). So, the technique can improve student's writing ability in writing report text.

There are many illustration for clustering technique. Based on the researches above, the researcher would do the research in the same technique but different in context. This researcher challenges to do and see there is significant effect or not for descriptive text.

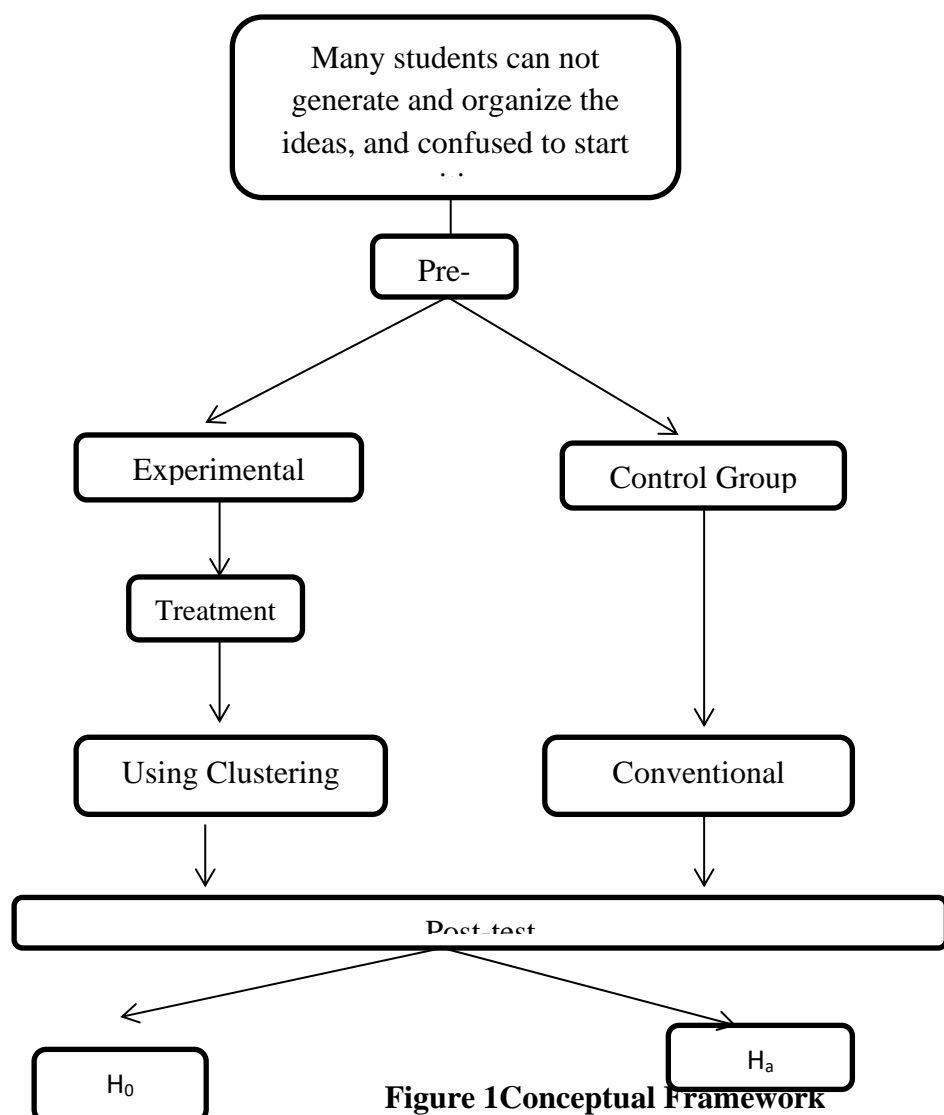
F. Conceptual Framework

Writing is one of the basic skills that have to be mastered in English. One of the writing must be mastered is descriptive text. We have known that descriptive text is a text that describes person, place, or thing. The technique for this text is clustering technique.

³⁹Nurfitriya Ambarwati and Gustaman Saragih, "Clustering Technique and Vocabulary Mastery in Students' Recount Text," *INFERENCE: Journal of English Language Teaching* 4, no. 1 (2021): 10, <https://doi.org/10.30998/inference.v4i1.6007>.

⁴⁰Yeni Riska et. al., "Improving Student's Writing Ability in Report Text through Clustering Technique at Grade XI SMAN 1 Siabu," *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 06. No. 2. (2018), <http://rumahjurnaliainp.sp>.

The researcher wants to show the concept that have been done in this research. The concept means to make it clear and understand about the concept for this research. The effect of Clustering Technique on students' writing Descriptive Text can be seen as figure below:



Based on the previous conceptual framework, we can see the students' problems. First, the researcher conducts a pre-test to find

out the students' ability to write descriptive texts before the treatment. Then the researcher treats the experimental class with the grouping technique and the control class with the teacher technique.

The last, researcher wants to know the effect of the technique by giving post-test whether there is significant effect of using clustering technique towards students' writing in descriptive text in MAN 5 Mandailing Natal.

G. Hypothesis

The researcher used Independent Sample T-test to see the hypothesis in this research. Independents Sample T-test is based on the significance (2-tailed) that measures there is the difference of mean for the subject that would be tested. The researcher formulates the initial hypothesis of the study as follows:

1. Alternative Hypothesis: (H_a): There is a significant effect of Clustering Technique on students' descriptive text writing skill at X grade MAN 5 Mandailing Natal.
2. Null Hypothesis: (H_0): There is no significant effect of Clustering Technique on students' descriptive text writing skill at X grade MAN 5 Mandailing Natal.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The place of the research is in MAN 5 Mandailing Natal. It is located in Kase Rao-rao, Batang Natal, Mandailing Natal, North Sumateraprovince. It began on January until June 2022

B. Research Design

The kind of research is quantitative research with experimental method. True experimental designs was used in this research. The design of the research used pre-test post-test control group design.Both classes conduct pre-test and post-test and only the experimental class that giventreatment. It can be illustrated in the table below:

Tabel 2
Table of Collecting Data Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Clustering Technique	√
Control Class	√	×	√

C. Population and Sample of the Research

1. Population of the Research

The research has been done in the Tenth Grade students of MAN 5 Mandailing Natal. The population of the sample is

consist of 5 classes of MIPA with 112students. Let us look at the table below:

Table 3
The Population of the Tenth Grade MAN 5 Mandailing Natal

No	Class	Total Students
1.	X MIPA 1	24
2.	X MIPA 2	24
3	X IIS 1	21
4	X IIS 2	22
5	X KEAGAMAAN	21
Total		112

2. Sample of the Research

The researcher chose the type of the sampling with non-probability sampling with used purposive sampling. Purposive sampling used in this research because the researcher the students have the same teacher and they get same handling. Students have the same teacher and they get the same handling. There is nothing difference in every group of class.

The researcher determined that X MIPA 1 as the experimental group that consists of 24 students. Then, X MIPA 2 is the control group that consists of 24 students. To illustrate the sample, let see the table below!

Table 4
Samples of the Reseach

Experimental Class	X MIPA 1 = 24 Students
Control Class	X MIPA 2 = 24 Stusents
Total	48 Students

The reason for choosing these classes is the students have the same teacher. They have same experience in learning English.

D. Instrument of the Research

Instrument is the most important one in a research. Instrument for this research was a test. The test was written test. There were two tests in this research. They are pre-test and post-test. The researcher has given a test about descriptive text. The students should write a descriptive text in describing people. It was doing in pre-test. For post-test, the researcher has been created a topic related to the students' textbook about descriptive text. It can be seen at the second appendix.

There are many categories in giving marks in writing. They are content, organization, vocabulary, syntax, and mechanics.¹ The result of the test has been given marks with these indicators.

Table 5

¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004)

Indicators of Writing Descriptive Text²

No	Categories	Score	Performance Description	Weighting
1	Content (C) - Topic - Detail	5	Excellent	6x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
2	Organization (O) - Identification - Description	5	Excellent	4x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
3	Vocabulary (V)	5	Excellent	4x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
4	Syntax (S) - Use Present Tense - Adjective	5	Excellent	5x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
5	Mechanics (M) - Spelling - Capitalization - Punctuation	5	Excellent	1x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	

²H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004).

E. Validity and Reliability Instrument

I. Test of Validity

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used content validity and construct validity in this research. Content validity is the validity of appraisal due to test the worthiness or relevance of the test by the rational analysis that would be done by the expert judgement.

To content validity, the researcher has built a writing test that should be validated by the English teacher in MAN 5 Mandailing Natal. Needed, content validity is a way to see the test has been relevant and suitable to purpose of the study.

To construct the validity of the test, the researcher has built a lot of questions that would be an evidence to see the content of the test is suitable or not for that grade.

J. Test of Reliability

The reliability test means that the test result shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interrater reliability to measure the reliability of the write test. Interrater reliability represents the degree of reliability of the two-line ratings obtained from two raters. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this

research was reliable and can be used to test the students at MAN 5 Mandailing Natal.

F. Procedures of the Research

In order to get the data from the students, the researcher performed the test and treatment to see the effect of the clustering technique. Procedures of the research are:

a. Pre-test

Pre-test is a test that have to be done before doing the treatment. Pre-test is given to experimental class and control class. Pre-test means to see the students basic writing before applying the clustering technique. The researcher had some steps for pre-test. The steps can be see below:

- 4) Researcher created essay test about descriptive text.
- 5) Then, the researcher shared the paper of the test and answer sheets to both classes, experimental and control class.
- 6) Next, the researcher explained the way to answer the essay test.
- 7) After that, the students were given time to answer.
- 8) The researcher collected the students' answer.
- 9) The last, the researcher checked the answer sheets and counted the students score.

b. Treatment

The treatment requires the researcher to apply the technique. The researcher had to give the students material on descriptive text. The way to teach both classes is in different ways. In experimental class, the researcher did teaching by using clustering technique. Meanwhile, in control class do teaching with the teacher way.

Here is the steps of the treatment in using clustering technique in teaching descriptive text:

- 1) First, teacher divided the students into group that accord with sequence number.
- 2) Second, the students that get same number would sit in a group.
- 3) Third, the teacher made an example of descriptive text with clustering a topic and relate to other words.
- 4) Forth, the teacher asked the each group to take a blank paper.
- 5) Fifth, the students were asked to write a name of place in the middle of the paper. The place is that have been visited by the students in the group.
- 6) Sixth, the students gave the circle in the topic and create some words that relate to the topic.
- 7) Next, students thought and wrote again the words that related to the words that have been created.

8) Then, teacher went around the class to see the students work in group.

9) Then, teacher collected the paper.

c. Post-test

Post-test is a test that has to do after giving the treatment. The test was given to both classes. Post-test is the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher implements a lot of steps. They were:

3) First the researcher prepared an essay test about descriptive text.

4) Second, the researcher distributed the test work and answer sheets to both the experimental and control classes.

5) Then, the researcher explained the tips to answer.

6) The students answered the question.

7) Next, the researcher collected the answer sheets.

8) The last, the researcher checked the students answer and counted the score.

G. Technique of Data Analysis

After doing tests, data should be collected. To analyze the data, the researcher used independent sample t-test with using SPSS 25. There are two tests must be done before analyzing the data. They are normality test and homogeneity test.

5. Normality Test

The normality test is a way of determining whether the search data is normal or not. Normality test performed in this study with Non Parametric Test, One Sample K-S with SPSS.³ It is Statistical Program for Social Science that used to analyze statistic data with computer application. It is a way to see the differences between the data being tested normal and raw data.

The hypothesis for normality test are formulated as follows:

H_0 = The data have normal distribution

H_1 = The data do not have normal distribution

While the criteria of acceptance and rejection of normality test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_1 is accepted if $\text{sig} < \alpha = 0.05$

Table 6 **One-Sample Kolmogorov-Smirnov Test**

³Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis (Medan: Perdana Publishing, 2015), p. 77.

		Pre-test_Experimental
N		24
Normal Parameters ^{a,b}	Mean	42.88
	Std. Deviation	18.136
	Most Extreme Differences	Absolute
	Positive	.188
	Negative	-.147
Test Statistic		.188
Asymp. Sig. (2-tailed)		.028 ^c

a. Test distribution is Normal.

b. Calculated from data.

From the data can be seen that the significance is 0.028. it means $0.028 > 0.05$. H_0 is accepted and H_a is rejected. The data is normal.

6. Homogeneity Test

Homogeneity test is used to see the data from two classes would be same or different in variant case. Homogeneity test means to know whether the control class and the experimental class have the same variant or not. The researcher used Test of Homogeneity of Variences with using SPSS(Statistical Program for the Social Sciences). It used ANOVA to compare the mean score and see the variance whether homogenous or not homogenous.

The criteria of acceptance and rejection of homogeneity test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_1 is accepted if $\text{sig} < \alpha = 0.05$

The hypothesis are:

H_0 = The variances of data are homogenous

H_1 = The variances of data are not homogenous

The variance of data can be seen in the tables below.

Table 7
Homogeneity

Pre-Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	90.750	1	90.750	.260	.612
Within Groups	16030.250	46	348.484		
Total	16121.000	47			

From the table above, it showed that variance between group in pre-test has significance 0.61. It means $\text{sig} > \alpha = 0.05$, $0.61 > 0.05$. H_0 is accepted and H_1 is rejected. The data in pre-test is homogenous.

Table 8
Homogeneity

Post-Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3978.521	1	3978.521	48.793	.000
Within Groups	3750.792	46	81.539		
Total	7729.313	47			

The table above give the information that variance between group in post-test has significance 0.00. It means $\text{sig} < \alpha = 0.05$, it means $0.00 < 0.05$. The data in post-test is not homogenous.

7. Hypothesis Test

The researcher used T-test to investigate the hypothesis. The researcher used Independent Sample T-test with using SPSS 25. The result can be seen from the mean of score. The mean score would be show whether there is the difference between mean score of control group and mean score of experimental group that means the technique useful or not. The researcher should make the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{\text{count}} > t_{\text{table}}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{\text{count}} < t_{\text{table}}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

CHAPTER IV

RESEARCH RESULT

In this chapter, the researcher discussed the outcome of the effect of the clustering technique on the ability to write descriptive texts of X grade students of MAN 5 Mandailing Natal. The researcher calculated the data through pre-test and post-test. The researcher conducted the research with a pre-test to know the students' skill to write descriptive texts before given the treatment and a post-test to know the students' skill to write descriptive texts after given the treatment that was performed through the use of the cluster technique. Using quantitative research, the researcher used the independent t-test formulation using the SPSS application to test the hypothesis. Here the researcher would like to describe the result based on the examined data as follows:

A. Description of Data

1. The Description of Data before Using Clustering Technique

a. Score of Pre-Test in Experimental Group

In the role of the experimental group, X MIPA 1 was chosen. The researcher calculated the students' answer about describing their mother. After finishing, the researcher checked the answer sheet and assigned them score that settle to the writing indicator that had been determined.

After the students received the results of the experimental pre-test, the researcher calculated the overall score. After that, the researcher assessed or calculated the data by using formula based on statistic formula to describe students' score. The resercher has got the mean score,

median, mode, range, minimum and maximum, variance, and standard deviation. They would be illustrated in this table below.

Table 9
Statistics
Pre-Test_Experimental

No	N	Valid	24
		Missing	0
1.	Mean		42.88
2.	Median		43.20 ^a
3.	Mode		20
4.	Std. Deviation		18.136
5.	Variance		328.897
6.	Range		59
7.	Minimum		20
8.	Maximum		79
9.	Sum		1029

a. Calculated from grouped data.

The sum (total score) of the experimental group in the previous test was 1.029, the mean was 42.88, the median was 42.20, the mode was 20, the range was 59, the minimum score was 20 and the The maximum score was 79. The result can also be seen in this histogram below.

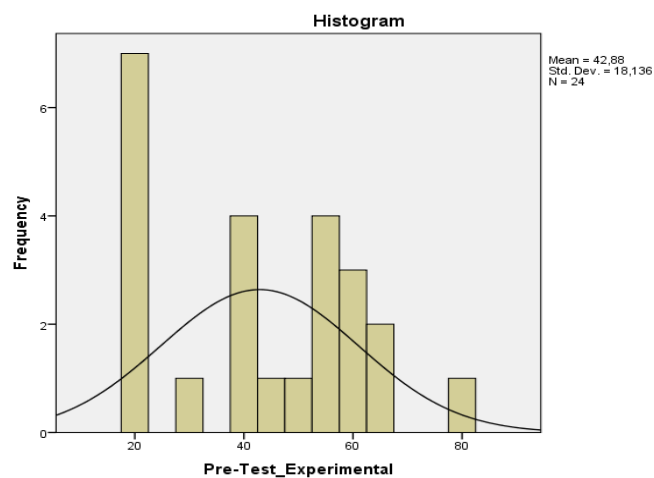


Figure 2: Data Description of Students' Writing Descriptive Text in Experimental Group (Pre-test)

Everyone can see from the histogram that the mode from the score is 20. There are lots of students who have the lowest score. Mean score is 42.88 and the standard deviation is 18.13. The participants are 24.

b. Score of Pre-Test in Control Group

In the role of the control group, X MIPA 2 was taken. Based on the students' answer in pre-test, the result was calculated by the researcher. The researcher gave them a test about describing their mother, then the researcher checked the answer-sheet and gave the score based on writing indicators.

After the students received the results of the pre-test, the researcher found the total score. After that the researcher calculated the data by using formula based on statistic formula to describe students' score. The researcher has got the mean score, median, mode, range, minimum and maximum, variance, and standard deviation. The data would be seen in this table below.

Table 10
Statistics

Pre-Test_Control

No	N	Valid Missing	24 0
1.		Mean	45.63
2.		Median	46.50 ^a
3.		Mode	30
4.		Std. Deviation	19.185
5.		Variance	368.071
6.		Range	54
7.		Minimum	20

8.	Maximum	74
9.	Sum	1095

a. Calculated from grouped data.

Control group pretest total score was 1.095, mean was 45.63, median was 46.50, mode was 30, range was 54, minimum score was 20, and maximum score was 74. To increase the score obtained from the control group in a clear and complete way, the researcher presents them in a histogram that can be seen below..

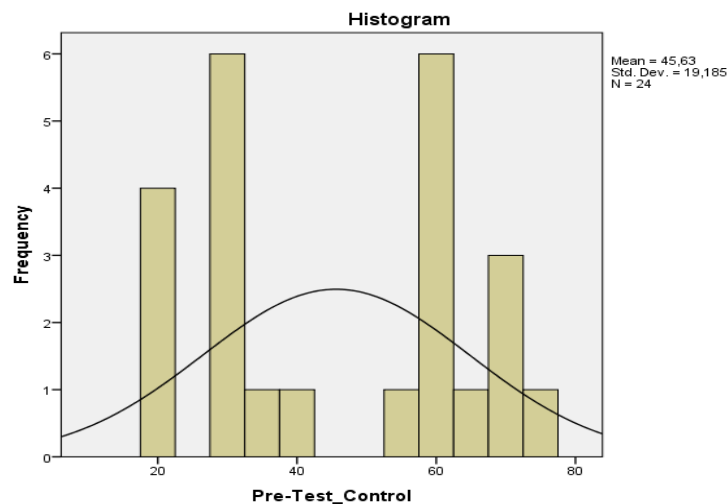


Figure 3: Data Description of Students' Writing Descriptive Text in Control Group (Pre-test)

From the histogram, it can be seen that the mean score is 45.63 and mode is 30. Standard deviation is 19.18. The lowest score is 20. The participants are 24 students.

2. The Description of Data after Using Clustering Technique

a. Score of Post-Test in Experimental Group

After the test result in the experimental group, the researcher assessed the result obtained from the descriptive text (essay test) written by the students. The student scores were calculated by the researcher and can be found in Appendix 6. The score of the experimental group after the test can be presented in the following table below.

Table 11
Statistics

Post-Test_Experimental

No	N	Valid	24
		Missing	0
1.		Mean	74.29
2.		Median	75.70 ^a
3.		Mode	75
4.		Std. Deviation	6.238
5.		Variance	38.911
6.		Range	21
7.		Minimum	59
8.		Maximum	80
9.		Sum	1783

a. Calculated from grouped data.

From the table above, the total score of post-test in experimental group was 1.783, mean was 74.29, median was 75.70, mode was 75, standard deviation was 6.238, range was 21, minimum was 59 and maximum was 80. Here is the following histogram to see the description data clearly.

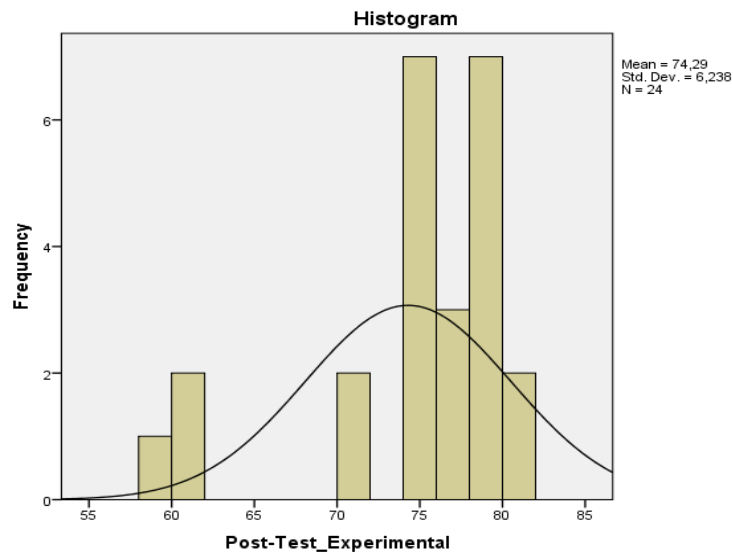


Figure 4: Data Description of Students' Writing Descriptive Text in Experimental Group (Post-test)

Based on the histogram above, mean score was 74.29, mode was 75, standard deviation was 6.238, minimum was 59 and maximum was 80.

b. Score of Post-Test in Control Group

After the test result in the control group, the researcher assessed the result obtained from the descriptive text (essay test) written by the students. The researcher assessed the students' scores, which can be seen in Appendix 9. The post-test score in the control group can be presented in the following table below.

Table 12
Statistics
Post-Test_Control

No	N	Valid	24
		Missing	0

1.	Mean	56.08
2.	Median	55.75 ^a
3.	Mode	70
4.	Std. Deviation	11.143
5.	Variance	124.167
6.	Range	30
7.	Minimum	40
8.	Maximum	70
9.	Sum	1346

a. Calculated from grouped data.

Based on the table above, the total score of post-test in control group was 1.346, mean was 56.08, median was 55.75, mode was 70, standard deviation was 11.143, range was 30, minimum was 40 and maximum was 70. The data description also can be seen in this histogram below.

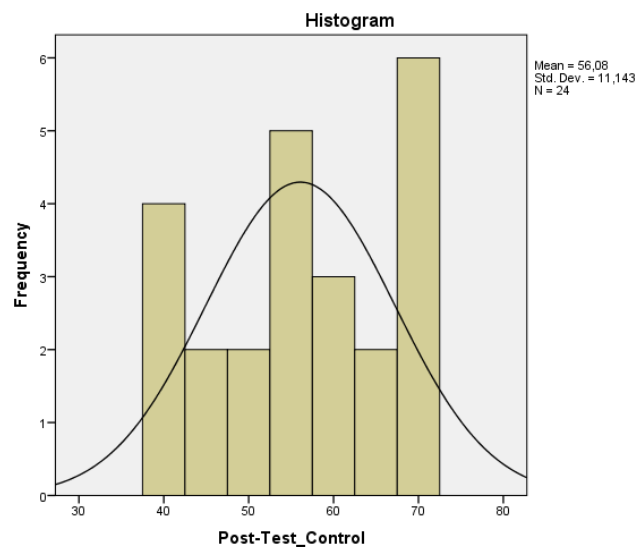


Figure 5: Data Description of Students' Writing Descriptive Text in Control Group (Post-test)

Based on the histogram above, mean score was 56.08, mode was 70, standard deviation was 11.143, minimum was 40 and maximum was 70. The participants are 24 students.

3. Description of Score Comparison in Pre-test and Post Test for Experimental Group

Score in experimental group before using clustering technique and after using clustering technique have a significant contrast. The researcher presents the score in the histogram below.

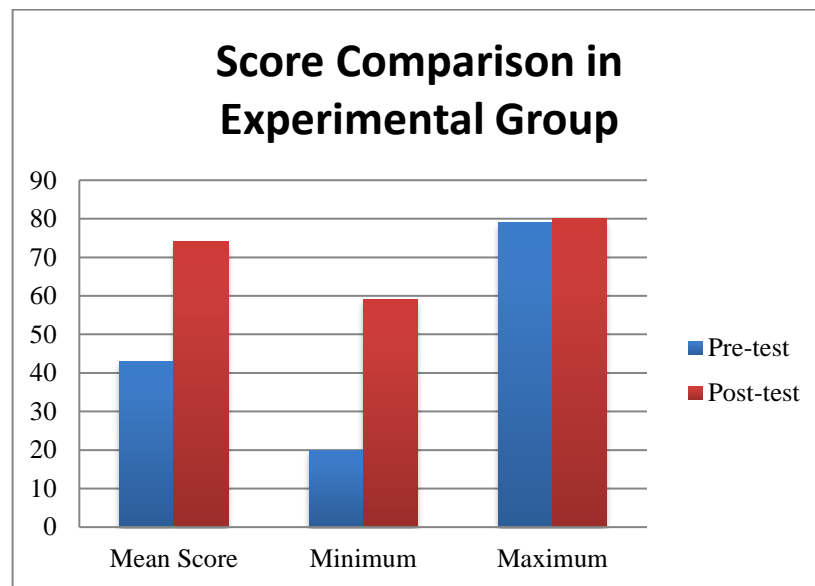


Figure 6: The comparison Pre-test and Post-test in Experimental Group

Everyone can see from the histogram above, that pre-test and post-test are very different. The blue means for pre-test then the red means for post test. In pre-test the mean score is 43, however in post-test is 74. The minimum score (lowest score) in pre-test is 20 and post-test is 59. Next, the maximum score (highest score in pre-test is 79, meanwhile in post-test the highest score is 80. The differences can be seen in the histogram clearly.

B. Hypothesis Test

The researcher have known the data normal or not, homogenous or not. It means the researcher have to choose the next formula to look the hypothesis. If the data is normal and homogenous so the researcher have to use the parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t-test, paired ample t-test and One-way Annova. The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test with using SPSS. The result can be seen from the mean of score.

Before using the technique (Pre-test) for experimental group mean score is 42.88 and after using the technique (post-test) mean score is 72.29. To see the effect on students' descriptive text writing skill, the researcher would present the data analyze in the table below.

Table 13
Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Experimental	24	74.29	6.238	1.273
	Control	24	56.08	11.143	2.275

Table above shows that both sample has 24 participants. The last test in experimental group is higher than the score in control group. The score can be seen from the mean. The score in experimental group is 74.29 and the score in control group is 56.08. It means there is a different point on Students' Descriptive Text Writing Skill after using Clustering Technique. For significance (2-tailed) can be seen in in the table below.

Table 14
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	10.663	.002	6.985	46	.000	18.208	2.607	12.961	23.455
Equal variances not assumed			6.985	36.126	.000	18.208	2.607	12.922	23.494

From the table above, everyone can see that t_{count} is 6.98. After looking at t_{table} which is 2.012. It means $t_{\text{count}} > t_{\text{table}}$ ($6.985 > 2.012$) that means H_a is accepted and H_0 is rejected. It is “there is a significant effect of Clustering Technique on students’ Descriptive Text writing skill at X grade MAN 5 Mandailing Natal”.

C. Discussion

Based on the result of the data analysis, the researcher analyzes the result of this research on the effect of the clustering technique on the students' skill to write descriptive texts, with the score being higher than the mean result of the experimental group the control group. The mean score of the experimental group after using the clustering technique is 74.29 and the mean score of the control group using the conventional method is 56.08. From this, it can be concluded that the clustering technique is very useful for writing descriptive text. It can help the students think before writing and

can be a way to open the students' mind. They can design mind before writing started. The theory is proven that clustering is a magic key in master of writing.

The clustering technique has been discussed by Irawati. In her research, score of post-test in experimental class (82.19) was higher than the the result of post test in control class was (70.53). It means that there is a significant influence of using clustering technique towards students' ability in writing recount text.¹ It means the technnique is useful for students. The same result also found by Tiara, it concludes that there is significant effect of clustering technique in improving students writing recount text. Based on the result, it can be drawn that teaching writing recount text can be taught by using of clustering technique.² Her result shows that t_{count} was 2.92 while t_{table} in significance level 5% was 2.02. it means t_{count} is higher than t_{table} $2.92 > 2.02$. She has the technique and can be used for improving students' writing.

The next research about clustering technique showed that first test result in cycle 1 is 58.92 (25%) and the second test result in cycle 2 is 83.28 (89.28%). It is about Improving Student's Writing Ability in Report Text through Technique at Grade XI SMAN 1 Siabu.³ It can be summarized that the technique improve the students' writing ability in report text. Ambarwati

¹Irawati, "The Influence of Using Clustering Technique towards Students' Writing Ability in Recount Text at the First Semester of the Eighth Grade at Mts. Waylahu Kalianda in the Academic Year of 2018/2019."

²AdeTiara, "The Effect of Clustering Technique on Students ' Ability in Writing Recount Text."

³Yeni Riska et. al., "Improving Student's Writing Ability in Report Text through Clustering Technique at Grade XI SMAN 1 Siabu," *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 06. No. 2. (2018), <http://rumahjurnaliainpsp>.

and Saragih found that the value (Sig) being $0.018 < 0.05$ and $F_0 = 5.921$.⁴ Need, it means there is significant interactive effect of clustering technique and vocabulary mastery towards students' writing skill in recount text.

From the all the results that have been stated by all the researchers above, it is proved that the students score that taught by using clustering technique got better score. As in this research, the mean score of experimental group in post-test got higher than in control group ($74.29 > 56.08$).

After looking the students' score in experimental group after using clustering technique in teaching writing descriptive text, this technique can help the students to enlarge their ideas in writing. The theory from Tarcher who stated that the clustering is a magic key in natural writing is proved. This research has similarity with others research which the technique is very useful to teach students about writing text.

D. Threats of the Research

The researcher has a bit threats in this research, such as test time is limited. The students have a little time to study in the classroom. So there are a few students have a bit sentences to write. The students try to do in other time and the students collect the answer to the researcher in the other time. The next threat is there are a few students have the same answer

⁴Nurfitria Ambarwati and Gustaman Saragih, "Clustering Technique and Vocabulary Mastery in Students' Recount Text," *INFERENCE: Journal of English Language Teaching* 4, no. 1 (2021): 10, <https://doi.org/10.30998/inference.v4i1.6007>.

because the researcher gives more time to students in doing the test. The researcher do not relize that it would be happened.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the research can be concluded:

1. The students' descriptive text writing skill before learning by using clustering technique in MAN 5 Mandailing Natal is 42.88. It can be classified to less category.
2. The students' descriptive text writing skill after learning by using clustering technique is 74.29. It can be categorized to good category.
3. The result found that $t_{\text{count}} > t_{\text{table}}$ ($6.985 > 2.012$). It means H_a is accepted and H_0 is rejected. It means there is a significant effect of clustering technique on students' descriptive text writing skill at X grade MAN 5 Mandailing Natal.

B. Suggestion

After completing this research, the researcher gathered a lot of information and experience in learning English. The researcher wants to make suggestions, such as:

- E. For the next researcher, make a different topic in the post-test to cope with the cheating between the students and use this technique if the time us enough.
- F. For English teacher, this technique can be used to teach the students how to start writing text and how to design mind.

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CURRICULUM VITAE



L. Identity

Name : Heni Arwida
Reg. Num : 1820300002
Place/ Date of Birthday : Pidoli Dolok, 26th Agustus 1999
Gender : Female
Religion : Islam
Address : Jl. Nusantara 1, Kelurahan Pidoli Dolok,
Kecamatan Panyabungan, Kabupaten
Mandailing Natal
Phone number : 0813-6138-1155
Email : heniarwida@gmail.com

M. Parents

Father's Name : Syamsuddin
Job : Farmer
Mother's Name : Hamidah
Job : Housewife

N. Educational Background

1. SD Negeri 111 Pidoli Dolok 2006-2012
2. MTsN Panyabungan 2012-2015
3. MAN Panyabungan 2015-2018
4. UIN Syekh Ali Hasan Ahmad Addary
Padang Sidempuan 2018-2022

Appendix 1

Lesson Plan

(RPP)

Experimental Class

Nama Sekolah : MAN 5 Mandailing Natal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/II

Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : The Traditional Rumah Gadang

Skill : Writing (menulis)

8. Kompetensi Inti

KI 1	:	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2	:	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3	:	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	:	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

9. Kompetensi Dasar

3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

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.

10. Indikator

3.4.1 Memahami tujuan teks deskriptif.

3.4.2 Memahami struktur teks deskriptif.

3.4.3 Memahami unsur kebahasaan teks deskriptif.

4.4.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat.

11. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat:

9) Siswa mampu menjelaskan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

10) Siswa mampu mengemukakan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

11) Siswa mampu menyimpulkan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

12) Siswa mampu menetapkan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

13) Siswa mampu mengarang teks deskriptif sesuai konteks secara sederhana secara lisan dan tulis.

12. Materi Pembelajaran

14. Deskriptif Teks

Descriptive text is a text that tells about people, animal, thing, place, etc.

The function of the text is to describe about people, animal, thing, place, etc.

10. Place (tempat)

15. Struktur Teks

C. Identification → Memperkenalkan

D. Description → Menggambarkan

16. Unsur kebahasaan

a. Menggunakan kata sifat dan Compound noun (wonderful, good, nice, small, big, etc).

b. Menggunakan linking verb (Look, seem, remain, like, feel, etc).

c. Menggunakan attributive has dan have

d. Topik : mendeskripsikan tempat

13. Metode Pembelajaran

Independent Construction of Text (ICOT)

14. Langkah-langkah Kegiatan Pembelajaran:

8. Kegiatan Pendahuluan

Guru	Siswa	Waktu
H. Guru memasuki kelas dengan	I. Membalas salam guru	5 menit

	mengucapkan salam		
J.	Guru mengajak siswa membaca doa sebelum memulai pembelajaran	K.	Berdoa bersama dengan guru
L.	Memeriksa kehadiran siswa	M.	Menyatakan kehadirannya dan melihat teman yang tidak hadir
N.	Menanyakan kesiapan siswa untuk belajar	O.	Menyatakan kesiapannya untuk belajar
P.	Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	Q.	Siswa mendengarkan serta memahami

9. Kegiatan Inti (30 menit)

Guru	Procedure	Siswa
1. Guru menanyakan siswa "where did you go for your holiday?" 2. Guru memberikan contoh descriptive text dengan	5. Pertama, guru membagi siswa dalam beberapa kelompok dengan nomor berurutan. 6. Kemudian, siswa yang mendapat nomor yang sama duduk	K. Siswa melakukan apa yang diperintahkan oleh guru dan menyimak serta aktif dalam pembelajaran.

<p>menggunakan teknik cluster dan menjelaskan outline pembelajaran.</p> <p>3. Guru membuat satu paragraph mengenai topik yang di cluster tadi.</p> <p>4. Guru menunjukkan bagian pada struktur teks.</p> <p>5. Guru memberikan waktu kepada siswa untuk membuat contoh lain dalam bentuk group.</p> <p>6. Dan guru mengelilingi kelas dengan memeriksa siswa bekerja dalam grup masing-masing.</p>	<p>membentuk grup.</p> <p>7. Setiap grup menyiapkan selembar kertas kosong.</p> <p>8. Guru meminta siswa untuk menuliskan sebuah tempat yang pernah mereka kunjungi.</p> <p>9. Siswa diminta untuk membuat kata yang menggambarkan topik tersebut.</p> <p>10. Kemudian siswa menyambungkan lagi beberapa kata yang berhubungan dengan topik.</p> <p>11. Guru mengelilingi kelas, melihat siswa bekerja dalam grup masing-masing.</p> <p>12. Kemudian, guru meminta siswa untuk membentuk paragraf dari hasil ide-ide yang telah mereka kembangkan menjadi sebuah teks deskriptif.</p> <p>13. Kemudian, kertas kerja dikumpulkan ke meja guru.</p>	
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10. Kegiatan Penutup

Guru	Siswa	Waktu
R. Memberikan kesimpulan hasil pembelajaran	T. Mencatat kesimpulan yang diberikan guru	10 menit
S. Memberikan PR		
Menutup kelas dengan mengajak siswa berdoa dan keluar meninggalkan kelas.		

15. Media/alat, Bahan dan Sumber Belajar

10) Media

3. Whiteboard

4. Marker

11) Sumber

O. Buku siswa

P. Internet

16. Penilaian

Teknik: Test

Bentuk: Tertulis (written)

Penilaian Test: berdasarkan rubrik penilaian Descriptive Text

Rubric Penilaian Indikator Penilaian

No	Categories	Score	Performance Description	Weighting
1	Content (C) H. Topic I. Detail	5	Excellent	6x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
2	Organization (O) J. Identification K. Description	5	Excellent	4x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
3	Vocabulary (V) L. Word Choose M. Word Mastery	5	Excellent	4x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
4	Syntax (S) N. Use Present Tense O. Use Adjective	5	Excellent	5x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
5	Mechanics (M) P. Spelling Q. Capitalization R. Punctuation	5	Excellent	1x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	

Criteria of Value

No	Number of Score	Predicate
1	80 - above	Very good
2	66 - 79	Good
3	56 - 65	Enough
4	41 - 55	Less
5	40 - down	Failed

Padangsidempuan, March 2022

Validator

Researcher

Dina Syarifah Btr, S.Pd
NIP.

Heni Arwida
NIM. 18 203 00002

Appendix 2

Lesson Plan

(RPP)

Control Class

Nama Sekolah : MAN 5 Mandailing Natal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/II

Alokasi Waktu : 2 X 45 menit

Topik Pembelajaran : The Traditional Rumah Gadang

Skill : Writing (menulis)

17. Kompetensi Inti

KI 1	:	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2	:	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3	:	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	:	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

18. Kompetensi Dasar

3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

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.

19. Indikator

3.4.1 Memahami tujuan teks deskriptif.

3.4.2 Memahami struktur teks deskriptif.

3.4.3 Memahami unsur kebahasaan teks deskriptif.

4.4.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat.

20. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat:

14) Siswa mampu menjelaskan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

15) Siswa mampu mengemukakan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

16) Siswa mampu menyimpulkan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

17) Siswa mampu menetapkan tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis sederhana.

18) Siswa mampu mengarang teks deskriptif sesuai konteks secara sederhana secara lisan dan tulis.

21. Materi Pembelajaran

17. Deskriptif Teks

Descriptive text is a text that tells about people, animal, thing, place, etc.

The function of the text is to describe about people, animal, thing, place, etc.

11. Place (tempat)

18. Struktur Teks

E. Identification → Memperkenalkan

F. Description → Menggambarkan

19. Unsur kebahasaan

e. Menggunakan kata sifat dan Compound noun (wonderful, good, nice, small, big, etc).

f. Menggunakan linking verb (Look, seem, remain, like, feel, etc).

g. Menggunakan attributive has dan have

h. Topik : mendeskripsikan tempat

22. Metode Pembelajaran

Conventional Method

23. Langkah-langkah Kegiatan Pembelajaran:

11. Kegiatan Pendahuluan

Guru	Siswa	Waktu
------	-------	-------

U. Guru memasuki kelas dengan mengucapkan salam	V. Membalas salam guru	5 menit
W. Guru mengajak siswa membaca doa sebelum memulai pembelajaran	X. Berdoa bersama dengan guru	
Y. Memeriksa kehadiran siswa	Z. Menyatakan kehadirannya dan melihat teman yang tidak hadir	
AA. Menanyakan kesiapan siswa untuk belajar	BB. Menyatakan kesiapannya untuk belajar	
CC. Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	DD. Siswa mendengarkan serta memahami	

12. Kegiatan Inti (30 menit)

Guru	Procedure	Siswa
7. Guru meminta siswa untuk membuka materi di dalam buku tentang descriptive text.	14. Pertama, guru menjelaskan materi yang akan dipelajari.	L. Siswa melakukan apa yang diperintahkan oleh guru dan menyimak serta aktif dalam
8. Guru menjelaskan descriptive text	15. Kemudian, setelah guru selesai	

<p>beserta susunan dan unsur kebahasaannya</p> <p>9. Guru memberikan waktu kepada siswa untuk membuat contoh lain secara individu.</p> <p>10. Dan guru mengelilingi kelas dengan memeriksa siswa saat mengerjakan tugas yang diberikan.</p>	<p>menjelaskan materi siswa di berikan tugas untuk membuat contoh descriptive text tentang tempat yang pernah siswa kunjungi</p> <p>16. Guru mengelilingi kelas, melihat siswa ketika mengerjakan tugas yang diberikan.</p> <p>17. Guru meminta siswa untuk mengumpulkan tugas di akhir jam pelajaran</p> <p>18. Terakhir, kertas kerja dikumpulkan ke meja guru.</p>	<p>pembelajaran.</p>
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13. Kegiatan Penutup

Guru	Siswa	Waktu
EE. Memberikan kesimpulan hasil pembelajaran	GG. Mencatat kesimpulan yang diberikan guru	10 menit

FF. Memberikan PR		
Menutup kelas dengan mengajak siswa berdoa dan keluar meninggalkan kelas.		

24. Media/alat, Bahan dan Sumber Belajar

12) Media

5. Whiteboard

6. Marker

13) Sumber

Q. Buku siswa

R. Internet

25. Penilaian

Teknik: Test

Bentuk: Tertulis (written)

Penilaian: Berdasarkan rubrik penilaian Descriptive Text

Rubrik Penilaian (Scoring Rubric Descriptive Text)

No	Categories	Score	Performance Description	Weighting
1	Content (C) S. Topic T. Detail	5	Excellent	6x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
2	Organization (O) U. Identification	5	Excellent	
		4	Very Good	

	V. Description	3	Good to Average	4x
		2	Fair to Poor	
		1	Very Poor	
3	Vocabulary (V) W. Word Choose X. Word Mastery	5	Excellent	4x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
4	Syntax (S) Y. Use Present Tense Z. Use Adjective	5	Excellent	5x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	
5	Mechanics (M) AA. Spelling BB. Capitalization CC. Punctuation	5	Excellent	1x
		4	Very Good	
		3	Good to Average	
		2	Fair to Poor	
		1	Very Poor	

Criteria of Value

No	Number of Score	Predicate
1	80 - above	Very good
2	66 - 79	Good
3	56 - 65	Enough
4	41 - 55	Less
5	40 - down	Failed

Padangsidempuan, March 2022

Validator

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NIP.

Researcher

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NIM. 18 203 00002

Appendix 3

Instrument of Writing Test for Experimental and Control Class

PRE TEST SHEET

WORKSHEET

TEST OF FREE WRITING DESCRIPTIVE TEXT

Write a descriptive text about describing your mother!

- A. You have 30 minutes to write your text
- B. Maximum word at least 150 words

Padangsidempuan, March 2022

Validator

Researcher

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Appendix 5

Instrument of Writing Test for Experimental and Control Class

POST TEST SHEET

WORKSHEET

TEST OF WRITING DESCRIPTIVE TEXT

Write a descriptive text about describing Panatapan in Panyabungan!

- C. You have 30 minutes to write your text
- D. Maximum word at least 150 words

Padangsidempuan, March 2022

Validator

Researcher

Dina Syarifah Btr, S.Pd
NIP.

Heni Arwida
NIM. 18 203 00002

Appendix 6

THE RESULT OF PRE-TEST

(The Experimental Group)

No	Name	Score					Total
		C	O	V	S	M	
1	AF	6	4	4	5	1	20
2	AAN	18	12	8	10	2	50
3	AR	18	12	12	15	2	59
4	AGL	12	12	8	10	2	44
5	AH	18	12	12	15	2	59
6	AF	12	8	8	10	2	40
7	AA	24	12	12	15	3	66
8	AA	6	4	4	5	1	20
9	AM	6	4	4	5	1	20
10	AR	18	12	12	10	3	55
11	A	6	4	4	5	1	20
12	DSN	24	16	12	10	3	65
13	DH	18	12	12	15	2	59
14	E	18	12	12	10	2	54
15	HN	6	4	4	5	1	20
16	HP	12	4	8	5	1	30
17	JS	6	4	4	5	1	20
18	MH	24	16	16	20	3	79
19	MI	6	4	4	5	1	20
20	MH	12	8	8	10	2	40
21	NAS	12	8	8	10	2	40
22	P	12	8	8	10	2	40
23	R	18	8	12	15	2	55
24	SM	18	12	12	10	2	54

Appendix 7**THE RESULT OF PRE-TEST****(Control Group)**

No	Name	Score					Total
		C	O	V	S	M	
1	AHH	6	4	4	5	1	20
2	AA	12	8	4	5	1	30
3	AS	24	12	16	15	3	70
4	AA	18	8	12	15	1	54
5	BY	6	4	4	5	1	20
6	DSL	12	8	4	5	1	30
7	GN	12	8	4	5	1	30
8	LH	24	16	16	15	3	74
9	M	24	12	16	15	3	70
10	M	18	12	12	15	2	59
11	J	12	8	8	10	1	39
12	NR	18	12	12	15	3	60
13	NA	24	12	16	15	3	70
14	NH	18	12	12	15	3	60
15	NS	6	4	4	5	1	20
16	NF	12	4	8	5	1	30
17	R	12	8	4	5	1	30
18	RA	24	12	12	15	2	65
19	SS	18	12	12	15	2	59
20	S	6	4	4	5	1	20
21	S	24	12	12	10	2	60
22	UR	12	8	4	10	1	35
23	WK	22	8	4	5	1	30
24	ZA	18	12	12	15	3	60

Appendix 8**THE RESULT OF POST-TEST****(Experimental Group)**

No	Name	Score					Total
		C	O	V	S	M	
1	AF	18	12	12	15	3	60
2	AAN	30	12	16	15	3	76
3	AR	24	16	16	20	2	78
4	AGL	24	12	16	15	3	70
5	AH	18	12	12	15	3	60
6	AF	30	16	12	15	3	76
7	AA	24	16	16	20	3	79
8	AA	24	12	16	20	3	75
9	AM	18	12	12	15	2	59
10	AR	24	16	16	20	3	79
11	A	24	16	16	20	3	79
12	DSN	24	12	16	20	3	75
13	DH	24	16	16	20	3	79
14	E	24	12	16	20	3	75
15	HN	24	12	16	15	3	70
16	HP	24	12	16	20	3	75
17	JS	30	12	16	15	2	75
18	MH	30	16	16	15	3	80
19	MI	24	16	16	20	2	78
20	MH	24	12	16	20	4	76
21	NAS	24	16	16	20	3	79
22	P	24	12	16	20	3	75
23	R	24	12	16	20	3	75
24	SM	30	16	16	15	3	80

Appendix 9**THE RESULT OF POST-TEST****(Control Group)**

No	Name	Score					Total
		C	O	V	S	M	
1	AHH	18	8	12	15	2	55
2	AA	12	8	8	10	2	40
3	AS	24	16	12	15	3	70
4	AA	24	16	12	15	3	70
5	BY	12	8	8	10	2	40
6	DSL	18	12	16	10	2	58
7	GN	12	8	8	10	2	40
8	LH	24	12	16	15	3	70
9	M	24	12	16	15	3	70
10	M	18	12	12	10	2	54
11	J	12	8	12	10	1	43
12	NR	18	12	12	15	2	59
13	NA	18	12	12	10	2	54
14	NH	24	12	12	15	3	66
15	NS	24	16	12	15	3	70
16	NF	18	8	12	15	2	55
17	R	18	12	12	15	2	59
18	RA	12	8	12	15	2	49
19	SS	12	8	12	10	1	43
20	S	18	8	12	15	2	55
21	S	24	12	12	15	3	66
22	UR	18	8	8	10	2	40
23	WK	12	8	12	15	3	50
24	ZA	24	16	12	15	3	70

Appendix 10

The Score of Pre-test and Post-test in Experimental Group

No	Name	Pre-Test	Post-Test
1	AF	20	60
2	AAN	50	76
3	AR	59	78
4	AGL	44	70
5	AH	59	60
6	AF	40	76
7	AA	66	79
8	AA	20	75
9	AM	20	59
10	AR	55	79
11	A	20	79
12	DSN	65	75
13	DH	59	79
14	E	54	75
15	HN	20	70
16	HP	30	75
17	JS	20	75
18	MH	79	80
19	MI	20	78
20	MH	40	76
21	NAS	40	79
22	P	40	75
23	R	55	75
24	SM	54	80

Appendix 11

The Score of Pre-test and Post-test in Control Group

No	Name	Pre-Test	Post-Test
1	AHH	20	55
2	AA	30	40
3	AS	70	70
4	AA	54	70
5	BY	20	40
6	DSL	30	58
7	GN	30	40
8	LH	74	70
9	M	70	70
10	M	59	54
11	J	39	43
12	NR	60	59
13	NA	70	54
14	NH	60	66
15	NS	20	70
16	NF	30	55
17	R	30	59
18	RA	65	49
19	SS	59	43
20	S	20	55
21	S	60	66
22	UR	35	40
23	WK	30	50
24	ZA	60	70

Appendix 12

RESULT OF NORMALITY TEST IN PRE-TEST

A. Experimental Group

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test_Experimental	24	42.88	18.136	20	79

One-Sample Kolmogorov-Smirnov Test

		Pre-test_Experimental
N		24
Normal Parameters ^{a,b}	Mean	42.88
	Std. Deviation	18.136
Most Extreme Differences	Absolute	.188
	Positive	.188
	Negative	-.147
Test Statistic		.188
Asymp. Sig. (2-tailed)		.028 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

B. Control Group

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test_Control	24	45.63	19.185	20	74

One-Sample Kolmogorov-Smirnov Test

		Pre-test_Control
N		24
Normal Parameters ^{a,b}	Mean	45.63
	Std. Deviation	19.185
Most Extreme Differences	Absolute	.215
	Positive	.209
	Negative	-.215
Test Statistic		.215
Asymp. Sig. (2-tailed)		.005 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Appendix 13

RESULT OF NORMALITY TEST IN POST TEST

A. Experimental Group

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Post-test_Experimental	24	74.29	6.238	59	80

One-Sample Kolmogorov-Smirnov Test

		Post-test_Experimental
N		24
Normal Parameters ^{a,b}	Mean	74.29
	Std. Deviation	6.238
Most Extreme Differences	Absolute	.337
	Positive	.180
	Negative	-.337
Test Statistic		.337
Asymp. Sig. (2-tailed)		.000 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

B. Control Group

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Post-test_Control	24	56.08	11.143	40	70

One-Sample Kolmogorov-Smirnov Test

		Post-test_Control
N		24
Normal Parameters ^{a,b}	Mean	56.08
	Std. Deviation	11.143
Most Extreme Differences	Absolute	.147
	Positive	.130
	Negative	-.147
Test Statistic		.147
Asymp. Sig. (2-tailed)		.197 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Appendix 14

RESULT OF HOMOGENEITY

A. Homogeneity in Pre-test

Test of Homogeneity of Variances

Pre-Test

Levene Statistic	df1	df2	Sig.
1.168	1	46	.285

B. Homogeneity in Post-test

Test of Homogeneity of Variances

Post-Test

Levene Statistic	df1	df2	Sig.
10,663	1	46	.002

Appendix 15

Research Documentation

Pre-Test



Treatment in Experimental Group



Post Test



Appendix 16

The Example of Students' Answer Sheet

1. Pre-Test in Experimental Group

My Mother

I have a mother, my mother is Mrs. Ami Hsb ... my mother is very beautiful, my mother is good at cooking, my mother's cooking is my favorite food, my mother loves me very much, my mother always takes good care of me. Only my mother is a great woman ...

I want to tell you all about my mother. mother a woman who is patient with the attitude of all her children, my mother is a woman who always risks her life for the sake of her children, my mother has shoulder-length hair, my mother's skin is not too white not too black, my mother is short, my mother is very sweet ...

I love my mother very much, my father has always loved one woman, my mother has a hobby like me, which is painting.

even though I often don't obey her orders, but she is always patient always understands my attitude, she always teaches me when I don't understand things that I don't know, my heaven is under the soles of her feet, mother forgive your child who is always disobedient to you, I am very grateful for giving birth to me, taking care of me guiding me, teaching me, and always caring of me, we love you very much mother ... ♡

24

16

16

20

3

79

MY MOTHER

I want to tell you all about my mother. My mother is Mrs. Nuraida. She is a kind hearted and lovely mother. My mother is a house wife. She looks after all of her family members especially me and my sister.

My mother likes to cook it's very delicious. I really like mom's cooking. My mother has a tall body and tan skin and is patient and very kind. I never dispute what you say. Mothers teach us manners to their children.

My mother never taught us to be rude. My mother is not stingy.

My mother is very hard to find money for children's needs. I am very grateful to my mother. My mother is the greatest to me even though he is so busy. But he always makes time for his children.

18

12

12

10

2

54

54

* Write a descriptive text about describing your mother.

My Mother

I love my mother, my mother have a fat body and a tall body. my mother have ~~hair~~ a short hair, and have white skin my mother have straight hair. my mother is like cook. My mother very like to plant flowers and my mother very like water flower in the afternoon day. She have black hair and luxuriant. my mother very be the best of.

2
12
8
8

10
2

40

40

♥ MY MOTHER ♥

I have a mother, my mother is Mr. Nurdiah my mother is very beautiful. My mother is good at cooking, my mother's cooking is my favorite food, my mother loves me very much, my mother always takes good care of me, Only my mother is a great woman....

I want tell you all about my mother. mother a woman who is patient with the attitude off all her children, my mother is a woman who always risks her life for the sake of her children, my mother has shool der - length hair, my mother's skin is not too white not to black, my mother is short, my mother is very sweet...

I love my mother very much, my father has always one woman, my mother, my mother has a hobby like me which is painting, even though I often don't obey her orders, but she is always patient, always understands my attitude, she always teaches me when I don't understand things that I don't know, my heaven is under the soles of her feet, mother forgive your child who is always disobedient to you, I am very grateful for giving birth to me, we love you very much mother ... ♥

24

16

12

10

3

65

65

1) write a descriptive text about describing your mother

MY mother

my mother name is Riba. She is not too Fat. her hair is black and it is long. She have good voice and I love her. my mother very nice.

6
4
4
3
1

20

2. Pre-Test in Control Group

My Mother

I have a mom beautiful and genius. Her name is Mrs. Rina, my mother is 32 years old, but she still looks so young. She is a great mother. My mom loves her family so much I loved food made by her.

She is a talkative, a friendly, humble, and a patient woman. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness, she always keeps her home clean and healthy. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to make a tasty food. My mom is also good with others. In short, she is a great mother and I want to be as great as her.

$$\begin{array}{r} 2 \\ 18 \\ 12 \\ 12 \\ 15 \\ \hline 3 \\ 60 \end{array}$$

My mother

mother is a very beautiful woman. my mom have a white nose. The sharp one has round black eyes. long hair and a tall body. salt is beautiful. my mother is also good at cooking. My mother is the person who I have the most because she is the person who is the most patient with my teaching

1
12

8

8

10

1

39

MY mother

My mother's name is Rukiah, my mother is the most beautiful woman, my mother has short and straight hair, my mother is also white, my mother is not too tall and not too short, my mother likes to eat meatballs.

and my mother is very good at cooking, my mother's dishes most delicious, every day mother always cooks for us, before going to school mother always told me to eat.

my mother is the strongest person, she never gets tired of even complaining to educate us.

my mother is a grumpy person but she only gets angry when i make a mistake but actually, my mother is very gentle, but one of the things i like the most about her is when she is angry.

and my mother always advises her children to be useful and successful children.

and mother always tells us to always do good and share with others.

for me my mother is a hero figure that i cannot repay.

and i really love my mom.

24
12
16
15
2

70

Big BOSS

1 write a descriptive text about describing your mother?

My mother

My mother have identity: Short, not very corpulent, color skin puce, rip. hair curly. My mother smart. Fee To cocoa, KEEP child ~~and~~ and have good voice like singer ~~dan in~~ and my mother love mother

8
4
4
5
1

20

20

3. Post-Test in Experimental Group

mind map

many chans.
(Banyak Durang)

Cool air.
(Udara sejuk)

many trees.
(Banyak Pohon)

Beautiful / Cantik dan indah.

Pangajungan / Pangajunan.

The food is delicious
(makanannya enak)

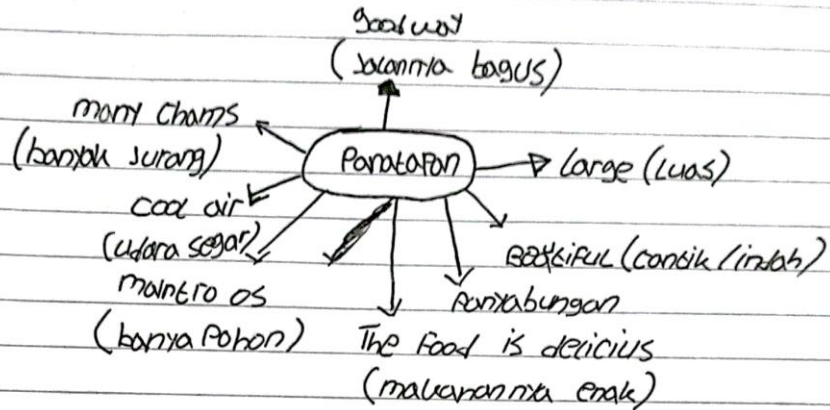
Panatapan.

Panatapan is a beautiful place, located in Pangajungan more precisely in Perbangun, before arriving at Panatapan we will pass the Taman Raja Baru tour which has many beautiful stones, Beranda Madina is very beautiful, the when we arrive at Panatapan we will be greeted with cool air and lots of neatly arranged trees, but there are many pavilions and we must always be careful. The place is also very wide and has many photo spots for people who like selfies, there are many stalls and eat, the drinks are pretty good, there is very fun because the scenery is very good.

8
2
12
5
3
60

BOSS

Paratapan



Paratapan is a beautiful place located in Panjabungan, more precisely in Pekanbaru, we will pass the TRJ tour which has many beautiful scenes, Garuda Marina is very beautiful, then when we arrive at Paratapan we will be greeted with cool air and lots of neatly arranged trees, but there are many ravines and we must always be careful... the place is also very wide and has many photo spots for people who like selfies there are many stalls and eat. The drinks are pretty good There is very fun because the scenery is very good



Panataran

Panataran is so beautiful, Panataran is also very wide Panataran place on ~~Panataran~~ ^{Panyabungan} Street, in Panataran there are many rubber trees and the road there are many good places for photos, the air is also very cool, we can see green hills, but there are lots of mosquitoes.

In Panataran the food is very delicious and also the price is affordable, on Panataran very good and good for calming the mind, the road to Panataran is very good and the view is cool and the place is spacious people really like the gaze the fresh air in Panataran comes from the trees that are there.

Panataran is the best tour in Panyabungan is the best even though

it is made into a tour, the trees there are not cut down and the sustainability is still maintained children games are also there, and there is no fee to enter there

35

PANATAPAN.

Panatapari is a place to holiday. Panatapari is in the exact Pangbungan area of the Pangbungan. The roof is vast and beautiful, the air in the Panatapari is very cool with trees. There are many food and beverage sellers, for example ladomie, fried rice, gado-gado, and sweet tea drinks and others.

The scenery there is very beautiful and there are many interesting photo spots. Many people who come there just to enjoy the natural scenery is so beautiful. Because there is no entry fee. To enjoy the coolness there we can relax in the cottage provided and we can also enjoy the food there at an affordable price and good taste.

We can also see the towering mount Sorik Merapi, and the Babung gods river where the water is clear and clean. And the expanse of leaves that are so pleasing to the eye and the flat ground that is nice to step on.

$$\begin{array}{r} 24 \\ 12 \\ 16 \\ 20 \\ 3 \\ \hline 75 \end{array}$$

75

AL

4. Post-Test in Control Group

Panatapán

Panatapán is located in Panyaburnan, precisely in Aek Godang North Sumatra, near the Mandailing Natal Regent's Office.

The scenery there is very beautiful

24

16

12

15

3

We can see the trees are growing well, the air there is also very fresh and cool because there are many trees.

During holidays many people visit there because of the beautiful scenery people feel calm there. There are also food vendors

70

We can eat under the shady trees.

Panatapán is far from the crowds so there is no pollution from vehicle fumes.

After a few months of opening the place started to develop and underwent a lot of development, they built a photo booth for the visitors and started building seating and huts for the visitors.

So that the place is already known to

1) write a descriptive text about describing
Paralapan.

located in the town which from the past until now
has a rubber garden so that it makes a cool and
comfortable place. even though it's scorching
hot, the view is that the road is in a
highland or hilltop where you can see the
beauty of the surrounding relation in the
high lands. Bukit Barisan under the rubber
plantation trees. There barisan are children's games
such as slides, children's painting swings
and there is provided shelter and a
place to look down the hill there is also a
place where you can take photos of delicious food
and good drinks there as well as a place where
the service is not bad, and also the people
visit there must be happy because there
looks very beautiful, lush and calm
and the service is very friendly and friendly and
the price of the food is also cheap and so it
comes quickly the road is also not too flat
on the side of the road there is a beautiful
and beautiful island near the gaze.

1
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43

Panotapan

Panotapan located in aek godang. The trail which from the past until now has a rubber garden so that it makes a cool and comfortable place. Panotapan even though it's scorching hot, the view is that the road is in a highland or hilltop where you can see the beauty of the surrounding nature. So we can imagine sitting relaxed in the highland. Bukit barisa

12
12 Under the rubber plantation trees. There are

15 children's games such as slides, children's painting swings and there is provided shelter and a place to

2 look down the hill. Before entering in the early stages there are two months, none yet married. In the middle of the location there

19 is an unfinished hospital. There is also a place where you can take photos of delicious food and good drinks there as well as a place where the service. That's the beauty of the gaze

Panatapuan

Panatapuan is a tourist. Panatapuan is in the city of Panyabungan. the road to Panatapuan is through the TRB (Rock King Garden) to reach Panatapuan ^{also} passes the Hospital. the road to Panatapuan is very narrow. the road is also a bit steep. Panatapuan is visited by many people, especially on Sundays to visit holiday.

The food at the Panatapuan is also very good so people love to visit there, and also people want to go there to see a very beautiful view. there are also games for children such as swings and many others. Many families to eat eat very fit there.

Panatapuan also has many huts to eat while enjoying the view. Panatapuan is indeed a lot of people who visit even though there is like a forest with lots of trees, there are not too many people sitting there just enjoying the cool nature and seeing the beautiful nature scenery.

panatapan

panatapan is a tourist, panatapan is in the city of pangabungan, the road to panatapan is through the rock king garden, to reach panatapan also passes the hospital, the road to panatapan is very narrow, the road is also a bit steep, panatapan is visited by many people, especially on sundays to visit holiday. the food at the panatapan is also very good so people love to visit there, and also people want to go there to see a very beautiful view. there are also gamers for children such as swings and many others. many families to eat eat very fit there.

panatapan also has many hust to eat while enjoying the view, panatapan is indeed a lot of people who visit even though there is like a forest with lost of trees, there are not to many people selling, there just enjoying the cool nature and seeing the beautiful natural scenery.

18
12
12
NS
2
59



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1. Dr.Eka Sustru Harida, M.Pd. (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Heni Arwida
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Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Clustering Technique on Students' Descriptive Text Writing Skill at X Grade MAN 5 Mandailing Natal

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidempuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Clustering Technique on Students' Descriptive Text Writing Skill at X Grade MAN 5 Mandailing Natal".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

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Menerangkan bahwa

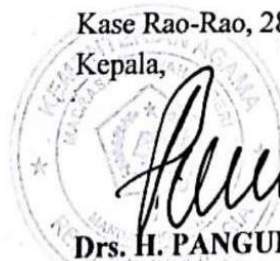
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Adalah benar yang namanya tersebut di atas telah mengadakan penelitian di MAN 5 Mandailing Natal Kab. Mandailing Natal mulai tanggal 15 Maret 2022 s/d 26 Maret 2022 dengan judul *"The Effect of Clustering Technique on Students' Descriptive Text Writing Skill at X Grade MAN 5 Mandailing Nata."*

Demikianlah surat ini disampaikan semoga dapat dipergunakan sebagaimana perlunya.

Kase Rao-Rao, 28 Maret 2022

Kepala,



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