THE EFFECTIVENESS OF CLUSTERING TECHNIQUE ON STUDENTS’ WRITING ABILITY OF DESCRIPTIVE TEXT

(A Quasi-experimental Study at the Seventh Grade Students of MTs Islamiyah Ciputat in Academic Year 2016/2017)

A “SKRIPSI”
Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Strata-1) in the Department of English Education

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THE EFFECTIVENESS OF CLUSTERING TECHNIQUE ON STUDENTS’ WRITING ABILITY OF DESCRIPTIVE TEXT
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Jakarta, January 03rd 2018

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ABSTRACT

Anisa. 1113014000072. “The Effectiveness of Clustering on Students’ Writing Ability of Descriptive Text (A Quasy experimental Study at Seventh-grade of MTs Islamiyah Ciputat of Academic Year 2016)” Skripsi, Department of English Education Faculty of Educational Sciences. Syarif Hidayatullah State Islamic University of Jakarta, 2017.

Advisor I : Dr. Atiq Susilo, M.A
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The aim of this study was to investigate the effectiveness of clustering technique on students’ writing ability of descriptive text for the seventh grade students of MTs Islamiyah Ciputat. The method used in this study was a quantitative method and the research design was a quasi-experiment. The sample of this research was the seventh-grade of MTs Islamiyah Ciputat. Students of 7C class as the experimental class, whereas Students of 7B as the control class. Each class consisted of 21 students. The sample technique of this study was Purposive sampling. It based on the teachers’ recomendation. The instrument used in this research was a written test on the pre-test and post-test. The data was served by numerical and tested by the statistical formula of the t-test. Based on the calculation of the data, after using clustering technique on students’ writing ability of descriptive text, the mean score of the experimental class was increased. The finding of this study showed that clustering technique was effective on students’ writing ability of descriptive text. It was proved by the data that t<sub>value</sub> (2.515) is higher than t<sub>table</sub> (1.684) in the significance level of 0.05. it is considered that H<sub>0</sub> (null hypothesis) was rejected and H<sub>α</sub> (alternative hypothesis) was accepted. It is stated that there was a significant effect on students’ writing ability of descriptive text.

Keywords: Clustering Technique, Descriptive Text
ABSTRAK


Advisor I : Dr. Atiq Susilo M.A,
Advisor II : Devi Yusnita, M.Pd.

Tujuan penelitian ini untuk memperoleh bukti empiris mengenai keefektifan menggunakan clustering teknik terhadap kemampuan menulis siswa didalam menulis teks deskriptif pada siswa kelas 7 di MTsIslamiyah Ciputat. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan desain penelitian yang digunakan adalah kuasi eksperimen. Adapun sample dalam penelitian ini adalah siswa siswi kelas 7 MTs Islamiyah Ciputat, kelas 7C sebagai kelas eksperimen dan kelas 7B sebagai kelas kontrol. Masing-masing kelas terdiri dari 21 siswa. Untuk teknik pengambilan sample pada penelitian ini menggunakan Purposive Sampling dipilih berdasarkan saran dari guru. untuk menentukan kelas eksperimen dan kontrol penelitian. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis dalam pre-test maupun post-test. Data disajikan berupa angka dan diuji dengan menggunakan rumus $t_{test}$secara statistik. Berdasarkan perhitungan data, setelah menggunakan clustering teknik terhadap kemampuan menulis siswa didalam menulis teks deskriptif terdapat peningkatan pada nilai rata-rata kelas eksperimen. Temuan ini menunjukan bahwa clustering teknik efektif terhadap kemampuan menulis siswa didalam menulis teks deskriptif. Hal itu dibuktikan berdasarkan data yang diperoleh bahwa $t_{hitung}$ (2.515) lebih besar dari $t_{table}$ (1.684) pada signifikan 0.05. hal ini dianggap bahwa $H_0$ (Hipotesis nul) ditolak dan $H_a$ (Hipotesis alternatif) diterima. Hal itu menyatakan bahwa terdapat efek yang signifikan dari teknik clustering terhadap kemampuan menulis siswa didalam menulis teks deskriptif.

Keywords: Clustering Teknik, Descriptive Teks
ACKNOWLEDGMENT

In the name of Allah, the beneficient, the merciful

All praises be to Allah, the lord of the worlds for mercy, blessing, strength and guidance the writer to finish this research. Sholawat and salam always be to our Prophet Muhamad SAW, his families, his companion, and his followers.

This skripsi entitled “The Effectiveness of Clustering Technique on Students’ Writing Ability of Descriptive Text” (A Quasi-experimental Study at the Seventh Grade of MTs Islamiyah Ciputat in the Academic Year 2016/2017). It is presented to the Faculty of Educational in a Partial Fulfilment of the requirements for the Degree of Strata I (S-I) In Department of English Education.

This study has not been completed without support, motivation, advice and help from her beloved parents, Jahir and Rohani who always give prayer and motivation to the writer to finish her study. Then, Sciencere gratitude for the writer’s examiner, Nida Husna, M.Pd, M.A. TESOL. and Dadan Nugrah M.Pd., for the guidance. Also special grammarcy to the writer’s graced advisors Dr. Atiq Susilo, M.A. and Mrs. Devi Yusnita, M.Pd., For their valuable guidance, help advice, correction, motivation and a lot of patience during the whole process in accomplishing the “skripsi.”

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Finally, the writer realized that this research is still far from being perfect. I hope that it is useful not only for the writer, but also the reader who is interested in the same study. Therefore, it is a pleasure for her to get critiques and suggestions to makethis skripsi better and useful for further research.

Jakarta, 20 Oktober 2017

Anisa
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CHAPTER I

INTRODUCTION

This chapter presents the general information for the research. It discusses the background of the research, identification of the problems, elimination of the problems, formulation of the problem, objective of the research and significances of the research.

A. The Background of Study

In learning English there are four skills that should be mastered by students are; speaking, listening, reading and writing skills. According to Jeremy Harmer, the language skills are divided into two, which are receptive and productive skills.\(^1\) Where, Listening and Reading are recognized as a receptive skills because both of are receiving the message. While the speaking and writing are recognized as productive skills because both of are involved the language production. As Jeremy Harmer stated, Writing is one of the four skills has always formed part of the syllabus in the teaching of English. Writing is taught by listening, speaking and reading. It is important because it is a way to express the language in writing.\(^2\) Thus, writing is necessary to teach, in order to make the students easier to express their idea in writing.

Moreover, students have difficulties to master each skill but writing is the most difficult than others. According to Jack Richard, writing is the most difficult skill for the second language to master.\(^3\) The difficulty is not only in generating and organizing ideas but also in translating these ideas into readable text. Although writing is one of a way to train the students to develop their English ability but many students stated that writing is most difficult skill because it needs hard thinking to develop their ideas into a good paragraph. According to Numeracy Plan, “Writing can be challenging for many students, because write

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\(^2\) Ibid. p. 20.

language has to do more work than spoken language in order to meaningful to readers who are not present.” It means that writing is complicated skill to develop than others kill in English. Moreover, students also need more practice in order to train their ability in mastering the skill. It can also be said that writing is the most difficult skill than others.

Meanwhile, based on the curriculum 2013 there are some text that have to be mastered by students there are recount text, procedure, narrative and descriptive text. According to curriculum 2013 descriptive text is one of text that have to be taught in seventh-grade students. It stated in the core competence and (KI) and basic competence (KD).3.7 of the 2013 curriculum “membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengankonteks penggunaannya“ in which students should master in writing descriptive text.

According to Detapratiwi Rega descriptive text is one of the genres that must be taught so that the students will know how to describe any object (person, place or thing) in their surroundings. States, that descriptive text is a text that tells the reader what the thing is, or what the thing. While Emilia stated, descriptive text is a kind of text that has a purpose to give the information about something or someone. According to the definition above it has been concluded that descriptive text is the text how to describe something.

However, many students still find the problem in writing descriptive text and paragraph especially in writing descriptive text. Based on the previous study, there are some potential causes of the problem: First, the method or technique that used in teaching writing is inappropriate, because the teacher taught writing just give the explanation and exercise. Second, they have no idea to write. Moreover,
the real that fact faces by students, writing is the hardest skills to be mastered. It needs hard thinking in producing the word, sentence, and paragraph at the same time.

Based on the writer’s observation, during Teaching Practice (PPKT) at MTs Islamiyah Ciputat, she founds some problems that encountered by students in learning English. The problems are as follows (1) The teacher taught by using the similar method in teaching learning activity, so it tend to be monotonoun. (2) Moreover, the students can not express their idea in writing (3) Further after conducting the pilot study, the writer found out that the students have lack ability to generate the idea in writing descriptive text. (It can be seen in Appendix 9 page 109)

According to writers’ observation, the writer synthesized that the students at MTs Islamiyah that they should be taught by the technique that can help the students to solve all the problems. To solve it, the teacher will be better to choose another appropriate technique in teaching writing. Based on the problems above, it is need an appropriate technique to helps the students’ problems. One of technique that can be used is clustering. clustering is also one of pre-writing technique that can be implemented to help the students to generate their idea before starting to write in a paragraph. As Gabriel Rico stated Clustering technique in teaching writing will make students easy to discover his/ her ideas and widen horizon increating in the begining of writing. This technique is used as a technique to helps the students in improving their writing ability in writing descriptive text.

Moreover, writing technique is the technique to helps the students to enrich the idea through conecing the topic with their experinces. As Phar and Shanti stated that in the clustering technique the students write the topic in the center of a piece of paper then write the ideas suggested by the topic around it connecting this these the topic with lines, follow the same procedure with their main topic.  

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Based on the explanation above, the writer chooses the clustering technique as a technique that is supposed can help the students’ problems in writing descriptive text.

Furthermore, clustering also can help the students to enrich their idea based on the topic that given by the teacher. Related to the background above, the writer takes the title of this “srips” “The Effectiveness Of Clustering Technique On Students’ Writing Ability Of Descriptive Text”

B. Identification of the Problem

Based on the background of the study above, the following problems are identified as follows:

1. The teacher taught by using the similar method in teaching learning activity, so it tend to be monotonous.
2. The students can not express their idea in writing.
3. Further after conducting a pilot study, the writer found out that the students have lack ability to generate the idea in writing descriptive text.

C. The Scope and Limitation of Problem

From the idea of the problem above, the writer limits the research focuses of teaching and learning process of writing descriptive text at MTs Islamiyah Ciputat in academic year 2016/2017. This study addressed to measure whether the clustering technique is effective on students’ writing ability of descriptive text.

D. The Formulation of the Study

In line with the limitation of the problem above, the writer formulates the problem question as follow:

Is the clustering technique effective on students’ writing ability of descriptive text at the seventh-grade students at MTs Islamiyah Ciputat in academic year 2016/2017?
E. The Objective of the Study

Based on the formulation above, the objective of the study is to get the empirical evidence on the Effectiveness of Clustering on Students’ writing Ability of Descriptive Text is the main objective of the study.

F. Significance of the Study

The significance of the study is expected not only for writer but also it is expected by English teacher, students, and further researcher as follows:

1. For English Teacher
   
   This result of the study is expected to provide beneficial information about clustering technique as a technique for teaching writing descriptive text, and it is hoped that they can be applied in teaching learning process; can be more interesting and effective.

2. For Students
   
   This study is expected to facilitate students in generating their ideas before starting to write, or can be used as a pre-writing strategy in order to make their easier in developing the idea in writing descriptive text.

3. For further researcher
   
   This study is hope to give new information as the source to further researcher in doing same and better study of the instructional cases.
CHAPTER II
THEORETICAL REVIEW

In this chapter presents the theoretical framework, which covers the definition of the descriptive writing, definition of descriptive text, clustering technique and previous research and hypothesis.

A. Descriptive Writing

There are some genres of writing, among them is descriptive writing. The definition of descriptive writing has defined by experts. According to Frans Sayogie stated that the word description means something is being traced or down it is refers to aims of description to describe particular person, place or things.\(^1\) In another word, descriptive as a kind of writing that describe some particular thing such people, place, appearance, or phenomenon. In this stage, the writer try to make the readers are feel like they experience in it.

Moreover, Tricia Hedge stated that description is the kind of writing uses to bring the reader into the picture, for example by telling the reading how strike the sense, how it looks, smells, sound, even sometimes how it tasted. Descriptive writing uses to concrete language to portray the characteristic the object.\(^2\) It means that the descriptive writing is one of the genre of writing that used to illustrate about the thing clearly and explicitly.

Moreover, James stated that description is writing about the way person, animals, appears.\(^3\) It means that descriptive writing is another way to show the the things such person, animals in writing form.

From some definitions stated above, it can be synthesized that descriptive writing is the form of writing which is used to describe the and create visual imagination about the things will be described such describing person, placace and the other thing that can be described.

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B. Descriptive Text

1. Definition of descriptive text

Descriptive or description is a way to describe something by giving more details in order to visualize the thing that will be described. So, we can visualized how its looks like, what its taste and etc, through our sense. The definition of descriptive text can be varied from any sources.

As stated by Rega Detapratwi, the descriptive text is used to describe a particular person, place or thing. In another words, descriptive text is a kind of text that has a purpose to give information or details about a thing or person that will be described.

Furthermore, Pardiyono stated that “description paragraph is a type of written text paragraph, in which has the specific function to describe an object (living or non-living things) and it has the aim that is giving a description of the object to the reader clearly.” It means, descriptive text genre of text that convey the specific details of the object that be described in order to make the reader understand.

In line with Anderson and Anderson that descriptive or description describes a particular person, place or things. Its purpose to tell about the subject by describing its features without including personal option. Related to Anderson about the description, Plooger stated that a descriptive is used to add details about something physical; a person, place or thing. This method uses sensory language that is, words that appeal to the five senses.

From the definitions above it can be concluded that descriptive text is a text about the description of people, place, or thing which want to deliver in the

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4 Detapratwi Rega (2013). The Impact of Team Pair solo Technique and Round Robin Technique on Student’s Ability in Writing Descriptive Text retrieved on January, 14, 2013, p. 2.
7 Katherine Plooger, Simplified Paragraph Skills, (USA: NTC Publishing Group, 2000), p. 239.
word by the student and it possible to appeal the reader sense; hearing, smelling, touching, and tasting.

2. Kinds of descriptive Text

As we know that descriptive tex is used to describe something, such as person, place, or thing. Usually, when people want to describe something such as a people, they often describe each people in terms of age, personality, characteristic and so on. Therefore, in there are two types of descriptive text:

a. Description of a Place

In describing a place for example a room, we have to describe chronologically. Actually, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. However, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.  

b. Description of a Person

Every person has their own characteristic, and therefore they are different. In describing someone, we have to describe the object based on what and how it is looks like. Here three ways to identify the person based on the situation as follows:

1. Identification

Identification only consist certain statistical information (height, weight, age) visible characteristics (colour of hair, skin and eyes), and recognizable (scars, birthmark).  


2. Impression

Unlike identification, impression may not identify a person, but it does convey an overall idea of the object that will be described. Although impression is usually less complete and informative than identification. It may be effective in capturing an individual's striking distinctive trait.\(^1\)

3. Character sketch

The complete description of people usually called character sketch; they may be referred to as profile, literarcy portrait, and biographical sketches.

c. Description of a Things

To describe a thing the writer must have a good imagination about that thing that will be describe.\(^1\) Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

3. The purpose of descriptive text

In our daily life, we want to share our experience with others. So many ways to share our experience, one of the ways that common use to share the experience is writing. We write to describe things such as thing, and people, place that we found. We even use description to persuade. It means that description enables us to entertain, to express feeling, to relate an experience, to inform, to persuade. As Cindy Barden stated, the main purpose of description is able the reader to picture what you are describing\(^1\) it means that the purpose of descriptive text is make the readers have understanding of the object that will be described such as, describing people, place. While the Randal and Katharine stated that descriptive essay is to enable a reader to experience whatever you are describing with the same sensory vividness that you, as the writer, experienced it.\(^1\) it means that another purpose of descriptive text is to

\(^{10}\) Ibid, p. 150.
\(^{11}\) Ibid.
make the reader understand about what the writer’s explanation. In line with Barbara stated there are six purposes of descriptive text, those are to entertain, to express feelings, to relate experiences, to inform, and to persuade.\textsuperscript{14} The explanations and the examples of each purposes are explained below:

Table 2.1

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Sample Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To entertain: A descriptive to entertain means writing about the description of a particular object that can please the reader</td>
<td>For example: an amusing description of a teenager’s bed room to express feelings.</td>
</tr>
<tr>
<td>To express feeling: A descriptive to express feelings means writing about the writer’s impression of a particular object.</td>
<td>For example: a description of writer's favorite food, place, etc.</td>
</tr>
<tr>
<td>To relate experience: A descriptive to relate experience means writing about the description of the writer's experience</td>
<td>For example: A description of writer's childhood home to remember or brings the memories.</td>
</tr>
<tr>
<td>To inform: A descriptive to inform means writing vividly about the description of particular objects that unfamiliar for the readers.</td>
<td>For example: describing a new invention of disease, medicine and its compositions, and many others.</td>
</tr>
<tr>
<td>To persuade: A description to persuade means writing about the description of particular object that can grab and attract the reader's attention</td>
<td>For example: A description of diagraming music video description of degrading music video description of holiday places, upcoming products like mobil phone, cars etc.</td>
</tr>
</tbody>
</table>

Based on the diagram above, it can show that description is more often expressive. It helps the writers to share their opinion. As human beings, we have a desire to be socialized, in order to create the connection with the others people around us by sharing our experience.

4. The Generic Structure of Descriptive Text

The students should master the generic structure before they write a descriptive text. It makes the students easier to arrange the word into a good sentences in a descriptive text. The structure of descriptive text follows some particular stages the beginning middle and last of the text. Each text has its own descriptive text. They are:

a) Identification

Identify phenomenon to be described and description; describes parts, qualities, and characteristics.” They add that “the language features for descriptive text are a focus on specific participants, use of the attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense.” In line with Artono stated that this stage contains identifications that identifies phenomenon to be describe. Moreover, Djuhari argued that identification is the general description of thing/objec, people, animal or place that will be described.

b) Organization

The Organization helps the reader better understand the ideas presented. The descriptive writing is organized according to how the person, place, or object exists in the real world. For example, a description of the house might begin with the outside, then move to the inside, and proceed from room

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to room. As Artono stated that, this part describe the part part provides the
details information about the characteristic of subject, for example the
characteristic of personality, attitude, physic, specific feature, quality and so
on. In other word, organization is a part of describing of the subject details.

From the devinitions above, it can be concluded that there are two parts of
generic structure of descriptive text they are; identification and organization
where the organization is the introduction of the details of when, where and who
of the main subject that will be describe. And organization is a part of describing
the details of the subject such as characteristic, appearance etc.

\[Ibid.\]
Table 2.2

Example of Descriptive Text \(^{19}\):

<table>
<thead>
<tr>
<th>Identification</th>
<th>I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization/Description</td>
<td>The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don’t need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.</td>
</tr>
</tbody>
</table>

---

5. The Language Feature of Descriptive Text

   **The generic features of description are:**

   1. Verb in the present tense
      - She is Traveler Girl
      - Her name is Romana
      - My mom is beautiful
      - She has long black hair

   2. Adjectives to describe the features of the subject
      - Long legs
      - White skin
      - Tall girl

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3. Topic sentences to begin paragraphs and organise the various aspect of the description.
   - Some people think that the camel is an ugly creature, but in fact it is a remarkable animal.  

The factual description scaffold

1. A general opening statement in the first paragraph
   This statement introduces the subject of the description to the audience. It can give the audience brief details about when, where who or what of the subject.

2. A series of paragraphs about the subject
   Each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Each paragraph should describe one feature of the subject.

3. Concluding paragraph (optional)
   The concluding paragraph signals the end of the text. In this stage the writer has the opportunity to summarize the main idea of the topic. Although, concluding paragraph is a way to summarize the main idea of the things that have described, but this stage is only optional. So, this stage is not a must part to be presented.

6. Problem in writing descriptive text
   There are many students who have difficulties in writing skill especially in writing descriptive text. Based on the curriculum for junior high school stated that descriptive text is the text that should be taught in the first of junior high school. Where there are two main points that should be mastered by students in writing descriptive text are; identification, and description. Firstly,
identification in this point, students should tell about the thing that will be described.

In another word, in the identification the students should introduce the thing that will be described to readers before going to tell about the detail of thing itself. Secondly, description, at this point, the writer should give the details of the thing that will be described to the reader, such as; the characteristic, how it looks like and so on. In fact, in line with the writer’s experience when teaching in MTs Islamiyah Ciputat, the students are still getting difficulty in writing descriptive text, some of them are lack of the vocabularies, grammatical rules, and the knowledge about the descriptive text, particularly in generating the idea into the paragraph descriptive text. They often feel confused when they have an idea but they are can’t arrange it into a good paragraph. Sometimes, the topic and subtopic are not coherence.

In addition, According to Lilatul Huzna, Zainil and Yeni rozimella stated that there are some difficulties in writing descriptive text as following;

a) Developing ideas, some students wrote many kinds ideas in one paragraph. The ideas of the paragraph stil ambiguous.

b) Grammar students found difficulty in grammar for instance, the students are can not write a simple sentence. Grammar difficulties will influence certain patterns of word are put togeter to form the correct sentences.

c) Organizing the ideas, the sdutents can not organize their ideas by identifying the topic and give description about the topic.

d) Using vocabulary appropriately, students still in doubt with choosing the correct words while writing descriptive.  

From the explanation above, it can be synthesized that the difficulties in writing descriptive text that faced by students are the students getting difficult in constructing the idea, lack of grammatical knowledge, vocabulary mastery

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22 Lailatul Husan, Zaini, Yenni Rozimela, *Analysis Students’ writing skill in Descriptive Text at Grade IX IPA 1 of Man 2 Padang*, journal English Language Teaching (ELT) Vol. 2. N. Juli 2013, 1-16, 1.
and confuse in vocabulary selecting. In addition they also difficult to generate the idea into a good paragraph in descriptive text.

7. The assessment of Writing Descriptive

For scoring, the writer used the analytical scoring in order to more reliable in scoring students’ writing. According to Brown, there are five aspects that will be a specific purpose in scoring. It was used a scale to reflect the instructional focus.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (C)</td>
<td>4</td>
<td>The topic is complete and clear and the details are relating to the topic.</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td></td>
<td>3X</td>
</tr>
<tr>
<td>Topic</td>
<td>3</td>
<td>The topic is complete and clear but the details are almost relating to the topic.</td>
<td></td>
</tr>
<tr>
<td>Details</td>
<td>2</td>
<td>The topic is complete and clear but the details are not relating to the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The topic is not clear and the details are not relating to the topic.</td>
<td></td>
</tr>
<tr>
<td>Organization (O)</td>
<td>4</td>
<td>Identification is complete and descriptions are arranged with proper connection.</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td>2X</td>
</tr>
<tr>
<td>Identification</td>
<td>3</td>
<td>Identification is almost complete and description arranged with almost proper connection.</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>2</td>
<td>Identification is not complete and descriptions are arranged with misuse of connection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Identification is not complete and descriptions are arranged with misuse of connectives.</td>
<td></td>
</tr>
</tbody>
</table>

Tabel 2.3
Assessment of Descriptive Writing

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar (G) - Use Present Tense - Agreement Aspect</td>
<td>4</td>
<td>Very few grammatical for agreement inaccuracies.</td>
<td>2X</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Very few grammatical for agreement inaccuracies but not effect on meaning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical or agreement inaccuracies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical agreement inaccuracies.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary (v)</td>
<td>4</td>
<td>Effective choice of words and word forms, but not change the meaning.</td>
<td>1.5X</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few misuse of vocabularies, word forms, but not change the meaning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Limited range confusing words and word forms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very poor knowledge of words, word forms, and not understandable.</td>
<td></td>
</tr>
<tr>
<td>Mechanics (M) - Spelling - Punctuation Capitalization</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization.</td>
<td>1.5X</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, and capitalization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>It has dominated by errors of spelling, punctuation, and capitalization.</td>
<td></td>
</tr>
</tbody>
</table>

C. Clustering Technique

1. **Definition of clustering technique**

 Sometimes people getting confuse how to develop their idea and what they know about the topic before their start to write. Therefore, people have to know about how to write well. In order to get a good result of their writing. In the writing process there are some steps that will bring us to be a good writer and to produce a good writing. One of the step is pre-writing process. This step is one of important process to produce a good writing. Because, this process helps the writer to generate the ideas before startig to write. There are many technique that can be implemented in the process of pre-writing. One of the technique is clustering technique.
As Sandra Scarry and John Scarry stated that, “clustering is another method of gathering ideas during the prewriting stage. Clustering is very similar to brainstorming, except that when you cluster, you produce a visual map of your ideas rather than a list.”24 This method is helpful for people to think in a visual way. We can use lines, boxes, arrows, and circles in implementing the clustering to show the ideas and details that exist in our mind.

Meanwhile, Gabriel Rico argues that “clustering is a generative, open-ended, non-linear, visual structuring of ideas, events, and feelings. It’s a way of mapping an interior landscape and it begins to emerge.”25 It means clustering is a way for generating the idea based on beginning knowledge of how two sides of our brain process what we know.

On the other hand, Sabarun stated that “clustering is a technique where we map out our thinking using a circles or line to display “branches” of our.”26 Meanwhile, Meliya Adriati stated that, “Clustering is a kind of technique which can be used in pre-writing stage.”27 In line with Barbara Fine Clause, “Clustering lets the writer see at a glance how ideas relate to one another.”28 By implementing the clustering technique, the students can stimulate their ideas to flow the ideas in their mind.

From the definitions above, it can be stated that clustering is a process prewriting in order to make easier in generating the idea that comes in our mind through the shape such arrow box, shape and any other shape that can be classify the idea. It helps the students in arranging the idea properly.

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25 Gabriel Rico in Sabarun, the effect of clustering technique on writing expository essays of EFL students, Journal on English as a foreign language, 2013, p. 11.
28 Ibid.,
2. The advantages of using clustering technique

There are some advantages of using clustering technique toward student’s writing ability. As Sabarun state that “there are advantages of using clustering technique.”

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

3. Disadvantages of using clustering technique

As Meisuri stated there are some disadvantages of using clustering technique on students’ writing ability as follows:

a). The clustering technique is not a good technique when it used to write an essay writing which has long paragraph;
b). The writing technique sometimes makes the learner are confused how to use it because the learner confuse how to start to write.

29 Ibid.,
4. The Technique of Using Clustering

Clustering technique is a way to generate the idea in writing, besides a way to connect the idea visually. It is useful to see how to connect the idea. It also helps the students to generate the topic to the subtopic of the idea. Here are the steps of clustering:

a) Write the topic in the center of a blank piece of paper, write and circle the word *Campus life*.

b) Around the circle, add reasons and details about the campus life.

c) Use a series of boxes, circles or other shapes, along with connecting lines to set off the reasons and details.  

Figure 2.1 The Circle of Main Topic

- Write ideas related to the topic around it, circle them and collect 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 write.

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Figure 2.2 Grouping Ideas

- Write down the ideas, examples, fact, or other details relating to each idea.
- Repeat as you write and circle new words and phrases, draw lines back to the last word, the central word, or the word that seems connected.
- Keep going until we can nothink else relating to our topic. Then see a set of cluster that have done. If one of the particular of writing is enough to begin a draft, we can cluster again to expand the branches and or we can also cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to the first draft in writing.32

5. Previous related study

There are some study related to clustering technique towards students’ writing that have been conducted by other researchers before. First previous study is taken from a journal research whiches conducted by Namik Kemal Sahbaz and Gozden Duran in *The Efficiency in Clustering in Improving Creative Writing Skill 6th Grade of Primary School*. Their finding suggests that clustering method in creative writing studies, experiment group, was more successful than control group. They used test; pretest and post test, and compared according to the

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32 Ibid.
number of the words in written text, actual an figurative usage word, the usage of proverb-idiom, sleep in speeling and the relation with the conterx.\(^{33}\)

The second previous study was conducted by Abd. Salam his research is “Using Clustering to Improve Student’s Writing of Recount Text” at SMPN 2 Tarumanegara Bekasi. The research design was a clasroom action reseach. The respondent was 30 students. The result of the study is that there was an improvement teaching writing recount text through clustering technique.\(^{34}\)

Based on three previous studies, there are similarity and differences that can be found, the similarities that can be found particularly with Namil Kemal who has a similarities in varial x. Therefore, they focus their research in creative writing in primary school while writer focuses on helping the students in generating idea before starting to write the descriptive paragraph. Another differences with the previous study are the level of object research, the previous are implementing the research in a senior high school. However, the writer is implementing the reseach in the first grade of junior high school.

6. Thinking framework

Based on the description of the theories above, writing is the important skill in language learning. One of writing that should be mastered is descriptive text. As we know that, descriptive text is the way of describing something such; people, place, thing, and much more in writing form. However, sometimes students are difficult in writing. There are some difficulties in writing descriptive text are; Developing ideas, Grammatical rules, Mechanic and using vocabulary appropritely. By the clustering technique, the problem of developing the idea can be solved.

It can be predicted that clustering technique is technique that expected to help the students in their difficulties such developing the idea, grammatical rules,


\(^{34}\) Abdul Salam Using Clustering Technique to Improve Students’ Writing of Recount Text Text at SMPN 2 Tarumajaya Bekasi (Skripsi SI Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negri Jakarta, 2011), p, 40, Unpublished.
mechanic and using vocabulary appropriately. While arranging the idea, they able to omit unrelated idea to the topic that will be developed.

Clustering technique is a technique that expected to help the students in their difficulties such developing the idea. Clustering is the way to organizing the information and generating the idea is useful in process of writing. Meanwhile, clustering builds the connection between the student’s experience and new information. The students easier to elaborate the idea because it connects the idea one idea with another detail idea.

Moreover, in grammatical rules, clustering technique give some effects such as build the students’ ability to write the simple sentence from the keyword served in the clustering media. For example, in the clustering, we usually show some images or shape with the keyword such word or phrase. After that, the students can make it into a simple sentence.

Furthermore, clustering technique also helps the students to aware of the mechanic such as spelling, punctuation, capitalization, paragraphing. Because the students have to form the sentence step by step followed the clustering technique. So it can help students to arrange the sentence carefully.

In addition, the clustering technique also trains the students to use vocabulary carefully. Because in being trained to use the vocabulary that related to the topic. For example, in describing people the can elaborate more vocabulary about people, appearance, character and so on. So they can select the appropriate vocabulary that the students are going to use in the text.

It can be synthesized that, the writer choose clustering technique to help the students easier in resolving their difficulties in writing descriptive text.
7. Theoretical hypothesis

The hypotheses in the writer are basic assumptions of how the result of the research will be. Besides, it will predict a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis is based on fact or real. There are two kinds of hypotheses:

H₀: There is no significance effect of the clustering technique on students’ writing ability of descriptive text.

Hₐ: There is significance effect of the clustering technique on students’ writing of descriptive text.
CHAPTER III
RESEARCH METHODOLOGY

This chapter describes methodological activities to examine the teaching of writing by using clustering the technique. There are seven parts discussed in this chapter such as place and time of the research, research design, population and sample of research, research instrument, the technique of collecting data, the technique of the data analysis, and statistical hypothesis.

A. Place and time of research

The study was conducted at the seventh grade of MTs Islamiyah which is located on Jln. Ki Hajar Dewantara, No. 23, Ciputat, Tangerang Selatan. From September until October.

B. Research Design

This method used in this study was quantitative method. It use to see the effectiveness of clustering technique on students’s writing ability of descriptive. According to Creswell quantitative method is defined as a method that focuses on investigating the use of positive statement to develop knowledge, use enquiry strategies such as experiment, survey, and collect and get the statistic data on predetermined instrument.¹

The design of this study was Quasi-Experimental design. To know the effectiveness of clustering on students’ writing ability in descriptive text. There were two classes for this study; one as a control group and one as an experimental group. In the control class was not taught by using, meanwhile in the experimental class was taught by using clustering technique as the treatment.

C. The Population and Sample

1. Population

The population of the study was the seventh grade students of MTs Islamiyah Ciputat. There were about 63 students for seventh-grade which are divided into three classes. One class contains the special quality it based on their score and the other two classes have almost the same quality.

2. Sample

The study was conducted at the seventh grade students, VII-B for the controlled class and VII-C for the experimental class. The writer took 21 students for each class. The total participants in this study were 42 students. The sampling technique used in this study was purposive sampling. Cohen stated that purposive sampling, is often used in quantitative research in which the researcher choosing the informant deliberately due to the qualities the informant’s specific needs. “As its name suggests, the sample has been chosen for specific purposes.” Moreover, the writer choose those classes is based on the teacher’s recommendation of the students score and consideration about the sample. VII-B and VII-C have the similar quality.

D. Research Instrument

The data in this study was students writing skill in descriptive text. In order to get the data, the writer used a written as the instruments. The written test was applied to see the effectiveness of clustering technique on students’ writing ability of descriptive text.

The test included pre-test and post-test. In the pre-test the writer gave asked the students to describe their self before implementing the treatment know and decided which one will be the experimental and which one will be the control class. It was aimed to know the students’ ability in writing descriptive text. The post-test was giving after conducting the treatment. It was to know whether there

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was or not any progress in students’ writing ability in descriptive text. Here The instrument of the research was provided in the following Table:

Table 3.1
Research Instrument

<table>
<thead>
<tr>
<th>WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST OF FREE WRITING DESCRIPTIVE TEXT</td>
</tr>
<tr>
<td>For experimental class</td>
</tr>
<tr>
<td>Write a descriptive text about “describing your friend” based on your knowledge</td>
</tr>
<tr>
<td>• You have 40 minutes to write your paper</td>
</tr>
<tr>
<td>• Scoring will be based on content organizational vocabulary, languages and mechanic</td>
</tr>
<tr>
<td>• Maximum word at least 150 words.</td>
</tr>
</tbody>
</table>

E. Technique of collecting data

To know the effectiveness of clustering technique in this study, the writer applied three techniques to get the valid data and objective information as follows:

1. Test

Test is the main instrument in this study. It was to know the result of the students after giving the treatment. The test was given to both of classes experimental and controlled class. There were two tests as follow:

2. Pretest

The writer conducted the pre-test to the students in the first meeting. The test was a written test; the students were asked to make their own descriptive text. The test was intended to know the students’ ability in writing descriptive text.
3. **Post-test**

The writer conducted the post-test after the treatment was given to the experimental class. The test was supposed to know the students’ ability in writing descriptive text after the experiment class was given the treatment. In the experiment class, the writer gave the treatment that uses clustering as a technique in teaching writing descriptive text. In the control class, the writer was the clustering technique in teaching writing descriptive text.

**F. Data analysis**

The process of analysing the data, the writer collected all the data of the study. In this analyzing the writer using the t-test to know is there an effect or not from two samples of study. The data of the test in this study were calculated by using SPSS. In analyzing the data Here are some steps in analyzing the data of research:

1) **Test normality**

Test of normality and homogeneity in this study conducted through SPSS. The test of normality was conducted in order to know whether the data from two classes were normal or not.

2) **Test homogeneity**

The test of homogeneity in this study was conducted by SPSS. The test of homogeneity was conducted in order to know whether the data from two classes had the same or different variant.
a) Hypothesis test

After getting the data from the pre-test and pretest from experimental and control class, the writer should find out the differences using clustering technique. According the two classes are compared to the independent variables, the experimental is X variable and the control class is Variable. The formula of t-test as follows:

1) Determining the mean of variable X by using formula:\(^3\):

\[ M_x = \frac{\sum x}{n} \]

2) Determining the mean of variable Y by using formula:

\[ A = \frac{\sum y}{n} \]

3) Determining the standard deviation score of variable X by using formula:

\[ SD_x = \sqrt{\frac{\sum x^2}{N1}} \]

4) Determining the standard deviation score of variable Y by using formula:

\[ SD_y = \sqrt{\frac{\sum y^2}{N2}} \]

5) Determining standard error of the different mean of variable X and mean of variable Y by using the formula:

\[ S_{x-y} = \sqrt{\frac{S_x^2}{n_1} + \frac{S_y^2}{n_2}} \]

6) Determining \( t_o \) by using formula:

\[ t_o = \frac{X_1 - X_2}{S \frac{1}{X_1} + \frac{1}{X_2}} \]

7) Determining t table

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(5%; df)
8) Determining the degree of freedom (df) by using the formula:

\[ df = n1 + n2 - 2 \]

b) Formulation of the Effect Size

In order to know whether the effect size of clustering technique were strong, therefore, the writer uses Cohen’s formulation as follows:

\[ d = \frac{\text{Pooled Standard Deviation}}{\text{Polled Standard Deviation}} \]

After obtaining the results, then they can be interpreted by the criteria:

0.2 = small effect size
0.5 = medium effect size
0.8 = large effect size

e) Statistical Hypothesis

Ho : There was effectiveness of using clustering technique on student’s writing ability of descriptive text.

Ha : There was no effectiveness of using clustering on students’ writing ability of descriptive text.

And then, the criteria used as follows:

1. If t-test \((t_o) > t\)-table \((t_e)\) in significant degree of 0.05, Ho (null hypothesis) is rejected. It means the rates of mean score of the experimental group are higher than the control group. The effectiveness of clustering on students’ writing ability of descriptive.

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2. If $t_{o} < t_{c}$ in significant degree of 0.05, Ho (the null hypothesis) is accepted. It means the rates of the means score of the experimental group are same as or lower than the control group. The effectiveness of clustering technique is not effective on students’ writing ability of descriptive.
CHAPTER IV

RESEARCH FINDING AND DATA INTERPRETATION

This chapter is attended the research question for this research. The writer explains the description of the data in descriptive statistic, t-test result in the hypothesis testing, the effect size and interpretation of the data.

A. Research Finding

1. Description of The Data

In the following description, it would be presented research finding. The score of students pre-test and post-test were collected. The writer will be discussed the finding the students’ writing ability between the experiment class were given the treatment and control class were not given the treatment.

a. Pre-test and Post-test Score of Experiment Class

The experimental class in this study was all students of VII.2 that consists of 21 students were taught by using clustering technique as a technique in teaching writing. Before receiving the treatment, the students did the pre-test to measure the students’ writing ability particularly in generating the idea. After conducting the pre-test, the writer giving the treatment three times in three meetings in order to help the students in generating the idea into a good paragraph. Further, after conducting the treatment, the students were given the post-test to investigate whether the treatment gave the effect or not into students’ writing ability of descriptive text. hence, the mean score of the pre-test that has been given to the experimental class was 60.57 with 78 as the highest score and 40 as the lowest score.

Moreover, the mean score of the post-test after giving the treatment was 70.28 with the higher score was 86 and the lowest was 60. The data related to the pre-test and post-test scores of the experimental class are can be seen in Table 4.1.
Table 4.1
Pre-Test and Post-Test Score of Experiment Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre – Test</th>
<th>Post – Test</th>
<th>Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>64</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>Student 2</td>
<td>78</td>
<td>84</td>
<td>6</td>
</tr>
<tr>
<td>Student 3</td>
<td>70</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>Student 4</td>
<td>50</td>
<td>66</td>
<td>16</td>
</tr>
<tr>
<td>Student 5</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Student 6</td>
<td>54</td>
<td>68</td>
<td>14</td>
</tr>
<tr>
<td>Student 7</td>
<td>65</td>
<td>83</td>
<td>18</td>
</tr>
<tr>
<td>Student 8</td>
<td>64</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>Student 9</td>
<td>61</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>Student 10</td>
<td>67</td>
<td>82</td>
<td>15</td>
</tr>
<tr>
<td>Student 11</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>Student 12</td>
<td>64</td>
<td>78</td>
<td>14</td>
</tr>
<tr>
<td>Student 13</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>Student 14</td>
<td>62</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>Student 15</td>
<td>56</td>
<td>65</td>
<td>9</td>
</tr>
<tr>
<td>Student 16</td>
<td>68</td>
<td>73</td>
<td>5</td>
</tr>
<tr>
<td>Student 17</td>
<td>56</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>Student 18</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Student 19</td>
<td>46</td>
<td>65</td>
<td>19</td>
</tr>
<tr>
<td>Student 20</td>
<td>57</td>
<td>80</td>
<td>23</td>
</tr>
<tr>
<td>Student 21</td>
<td>75</td>
<td>86</td>
<td>10</td>
</tr>
<tr>
<td>Mean Score</td>
<td>60, 57</td>
<td>72, 47</td>
<td>11.85</td>
</tr>
</tbody>
</table>

Based on the description in Table 4.1, it shows that the result indicates that the experimental students’ pre-test means the score is relatively low. It means that the students in the experimental class have some problems in generating the idea of the descriptive text. In addition, the mean score obtained by the students in the post-test is significantly increased 11.85 it can be predicted that the students
passed the post-test well after the treatment given. Below is the grafics data of student’s score in pre-test and post-test in experiment class as follows:

**Chart 4.1**

The Grafic of Pre-test in Experiment Class

Based on the data in Grafic 4.1 above, shows that the highest score of pre-test in experimental class before giving the treatment was 78 and the lowest score was 40.
Based on the data in Graphic 4.2 above, shows the highest score of post-test in experimental class after giving the treatment was 86 and the lowest score was 60.

**b. Pre-test and Post-test Score of Control Class**

The Control Group of the study was all the first-grade students VII A that consists of 21 students who did not teach by using Clustering technique as the media in teaching writing descriptive text. Before conducting the test, writer teaching the control class without clustering technique. The pre-test was conducted in order to measure the students’ writing ability in the control class. After the writer taught the control class how to write the descriptive text, then the post-test was conducted. Therefore, the mean score of pre-test in control class was 62.19 with the higher score was 78 and the lowest was 51. The data of the pre-test and post-test of control class can be seen at table 4.2.
Table 4.2
Students’ Pre-test and Post-test Score of Control Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre - Test</th>
<th>Post – Test</th>
<th>Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>68</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>Student 2</td>
<td>75</td>
<td>81</td>
<td>6</td>
</tr>
<tr>
<td>Student 3</td>
<td>78</td>
<td>82</td>
<td>4</td>
</tr>
<tr>
<td>Student 4</td>
<td>61</td>
<td>69</td>
<td>8</td>
</tr>
<tr>
<td>Student 5</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Student 6</td>
<td>53</td>
<td>57</td>
<td>4</td>
</tr>
<tr>
<td>Student 7</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>Student 8</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>Student 9</td>
<td>51</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Student 10</td>
<td>61</td>
<td>65</td>
<td>4</td>
</tr>
<tr>
<td>Student 11</td>
<td>68</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>Student 12</td>
<td>60</td>
<td>61</td>
<td>1</td>
</tr>
<tr>
<td>Student 13</td>
<td>60</td>
<td>62</td>
<td>2</td>
</tr>
<tr>
<td>Student 14</td>
<td>57</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>Student 15</td>
<td>60</td>
<td>63</td>
<td>3</td>
</tr>
<tr>
<td>Student 16</td>
<td>65</td>
<td>60</td>
<td>-5</td>
</tr>
<tr>
<td>Student 17</td>
<td>69</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>Student 18</td>
<td>63</td>
<td>65</td>
<td>2</td>
</tr>
<tr>
<td>Student 19</td>
<td>53</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>Student 20</td>
<td>54</td>
<td>50</td>
<td>-4</td>
</tr>
<tr>
<td>Student 21</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>Mean Scores</td>
<td>62, 19</td>
<td>66,09</td>
<td>3, 90</td>
</tr>
</tbody>
</table>

Based on the Table 4.2, it can be seen that the mean of the control group was low, it can be predicted that the control group also has a problem in writing descriptive text like the experiment class. In addition, after teaching the control class about how to write the descriptive text, then the post-test of writing descriptive text was conducted. The mean score of the pre-test was 62,19 and the
mean score of post-test was 66.09. Below is the graphics data of student’s score in pre-test and post-test in experiment class as follows:

![Student's Pre-Test Score in Control Class](chart)

**Chart 4.3**
**The Graphic of Pre-test in Control Class**

Based on the data from Chart 4.3 shows that the highest score of pre-test control class before the writer teaches how to write descriptive text was 78 and the lowest score was 51. It means the students’ pre-test score in the control class was higher than the experiment class.
Chart 4.4

The Grafic of Pre-test in Control Class

Based on the data in Graphic 4.4 shows that the highest score of pre-test in control class after the writer taught how to write the descriptive text 82 and the lowest score was 50 it means the students’ post-test in the control test was lower than the experimental class after giving the treatment.

2. The Analysis of The Data
   a. Test of Normality

Table 4.3

The Normality Test of Pre-test Result

<table>
<thead>
<tr>
<th>students</th>
<th>Kolmogorov-Smirnov*a</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>1</td>
<td>0.120</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>0.136</td>
<td>21</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The result of normality test from the pre-test was $p \geq \alpha$ (0.939 $\geq$ 0.05) and (0.535 $\geq$ 0.05). It means that the pre-test data of this study were normally distributed. The scores of p could be seen from the sig. In the table Sapiro-Wilk.
In the meantime, the Kolmogorov-Smirnov columns were abandoned because of the sample of the study less than fifty.

b. Post-test

The result of normality test from the pre-test was \( p \geq \alpha (0.939 \geq 0.05) \) and 
\( (0.535 \geq 0.05) \). It means that the pre-test data of this study were normally distributed. The scores of \( p \) could be seen from the sig. In the table Sapiro-Wilk.

In the meantime, the Kolmogorov-Smirnov columns were abandoned because of the sample of the study less than fifty.

**Table 4.4**

**The normality of post-test**

**Test of Normality**

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>K Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>code</td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>score 1</td>
<td>0.242</td>
<td>21</td>
</tr>
<tr>
<td>score 2</td>
<td>0.123</td>
<td>21</td>
</tr>
</tbody>
</table>

\(^{*}\). This is a lower bound of the true significance.

\(^a\). Lilliefors Significance Correction

From the table, the result of normality test from post-test was \( p \geq \alpha (0.073 \geq 0.05) \) and \( (0.652 \geq 0.05) \) therefore this result indicates that the data from the pre-test was normally distributed. The \( p \) scores also can be seen from the Shapiro-Wilk columns above.
c. Test of Homogeneity

Table 4.5

Homogeneity Test of Pre-Test

<table>
<thead>
<tr>
<th>score</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.018</td>
<td>1</td>
<td>40</td>
<td>.895</td>
</tr>
</tbody>
</table>

The data in the table 4.5 shows the result of the test showed the associated p-value is more than the declared level 0.05 (0.895 > 0.05) this means that the variances are equal across the groups.

Table.4.6

Homogeneity Test of Post-Test

<table>
<thead>
<tr>
<th>score</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.086</td>
<td>1</td>
<td>40</td>
<td>.771</td>
</tr>
</tbody>
</table>

Based on the data on the tble 4.6, the significance of post-test between experimental class and control class was 0.771. therefore, the data of post test was homogenous because it was higher than 0.05.

d. Test of Hypothesis

In this stage, in order to know whether there a significant difference in the result of the pre-test and post-test after giving the treatment to experiment class. Moreover, to test this hypothesis of this research, the writer was used SPSS 22 software an instrument of the test. Nevertheless, to measure and calculate the data, the main score of pre-test and post-test were input. Moreover, 0.05 or
5% was determined as the significance value (α) following the formula. As the calculation of symbol, 1 as the symbol of the experimental group. And 2 as the control group. Furthermore, the result of the t-test is presented in the figure below:

**Table 4.7**

<table>
<thead>
<tr>
<th>Code</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 1</td>
<td>21</td>
<td>72.48</td>
<td>7.903</td>
<td>1.725</td>
</tr>
<tr>
<td>Score 2</td>
<td>21</td>
<td>66.10</td>
<td>8.526</td>
<td>1.860</td>
</tr>
</tbody>
</table>

The table 4.7 was describe the statistical result of the experimental and control group. From the symbol of the table above, 1 as the symbol of the experimental group and 2 as the control group. N was the total of the subject data which was 21 from group 1 and 21 from group 2. It can be seen that between experiment and control class is significantly different. The mean that acquired by the experiment class was 72.48 while the mean score of control class was 66.10. Further, the statistical hypothesis of the study is describe in the table below:

**Table 4.8**

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>Test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Score</td>
<td>0.016</td>
<td>.995</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.515</td>
<td>39.772</td>
</tr>
</tbody>
</table>

From the data of Independent Samples Test of 4.8 table, based on the output, it was obtained that Sig. (2-tailed) the score was 0.016 smaller than 0.05. therefore, it can be seen that p < α; (0.016 < 0.05) which mean H₀ was rejected
and $H_a$ was accepted. It means, there was a significant effect of clustering technique on students’ writing ability particularly in generating the idea.

e. Test of Effect Size

This formulation is appropriate in order to see the effect size level of the research. The formula was used as follows:

$$d = m_1 \text{(mean score of group A)} - m_2 \text{(mean core of group A)}$$

$$\text{Pooled Standard deviation} = \frac{7.903 + 8.526}{2} = 8.214$$

$$d = \frac{7.248 - 6.10}{8.214} = 0.77$$

The criteria of the effect size level

- $0.2 = \text{small effect size}$
- $0.5 = \text{medium effect size}$
- $0.8 = \text{large effect size}$

Based on the criteria above, it can be seen from the calculation result that the effect of clustering technique on students’ generating idea was sufficiently significant.

3. Hypothesis Test

The study was aimed to answer the research question “Is there any effect of clustering technique on generating the idea for students’ writing ability?”

The following hypotheses as follows:

- $H_0$: There is no significant effect of clustering technique on students’ writing ability of descriptive text.
- $H_a$: There is a significant effect of clustering technique on generating an idea for students’ writing ability of descriptive text.
In addition, the description of the statistical hypothesis is below:

\( t_{count} > t_{table} \) with the significant level 0.05 if the Sig (2-tailed) < 0.05, then \( H_0 \) (null hypothesis) is rejected. It means that the mean score of the experimental class is higher than mean scores of the control class. Then it can be indicated that the clustering technique has the effect of generating an idea of students’ writing ability. If \( t_{count} < t_{table} \) with the significance level 0.05 or if the Sig (2-tailed) < 0.05, then the \( H_0 \) (null hypothesis) is accepted. It means that the mean of scores of the experimental class is higher the same or lower than the mean scores of the control class. So, it can be indicated that the clustering technique is not effective on students’ writing ability for descriptive text.

According to the result of the post-test of experiment and control class. It can be seen that the \( t_{count}(2.515) \) are higher than \( t_{table}(1.684) \) in the significant level of 0.05, it can be synthesized that the \( t_{count} > t_{table} \) which means that \( H_0 \) (null hypothesis) is rejected. It means that the experimental class is higher than the means score of the control class. Then, it can be indicated that the clustering effective on students’ writing ability of descriptive text.

**B. The Data Interpretation**

Based on the results of the data above, it can be seen that the mean score between experimental and control class is increased. It shown from the data of 4.1 table describe that the mean pre-test of experimental was 60.57 and the mean post-test was 70.56. It means that the mean score of the experimental class was significantly increased. Moreover, it can be seen from the 4.2 table that the mean pre-test of control class was 62.19 and the post-test of control class was 66.09. It means that the mean score of control class was increased too. Nevertheless, the experimental group was significantly increased compared to the control class.

In addition, the more details result of the data shown that the students’ writing ability of descriptive text gained improvement all the result of the data involved in five aspects as follows; content, organization, vocabulary, language use, mechanics. In the context of the organization, the result of students’ writing ability in generating idea was improved. It can be seen that students who use to
write only one or two paragraphs after being treated by clustering they improved a lot by writing four or five paragraphs. The overall result of students’ writing was good but the more improvement was on generating idea aspect. It can be proved by the differences of paragraph made by students on the pre–test, and post-test.

In addition, there was a significant improvement on students’ writing ability of descriptive text in the pre-test and post-test. It can be seen from the calculation of the students’ writing assessment, there was 30% improvement from the content, 13% from the organization, 15% from the vocabulary, 16% from the Language use, and 51% from the mechanic. It meant that students’ writing ability of descriptive text was improved by clustering technique.

Moreover, the writer conducted the validity and homogeneity test before conducting the pre-test by using t-test formula, in order to know whether the data were normally distributed or not. After conducting the validity and homogeneity, the outcome of normality and homogeneity test which was calculated from the mean score of pre-test and post-test was normally distributed because the score of each data was higher than 0.05. Moreover, according to the result of the calculation of the effect size. It can be seen that the effect of clustering technique on student’s writing for descriptive text was 0.77. It means that the effect size of using clustering technique as a media was large effect size.

Further, based on the t-test from the SPSS calculation, it can be seen that p Sig.(2-tailed) < α; 0.016 < 0.05. It means that $H_0$ was rejected and $H_a$ was accepted which means there was a significant effect of clustering technique on students’ writing ability for descriptive text.
CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is attended of the conclusion related to the result of the study that had been discussed in the previous chapter. Additionally, the positive suggestion is also provided.

A. Conclusion

This research was a quasi-experimental design that was intended to investigate the effectiveness of clustering technique on students’ writing ability of descriptive text at the seventh-grade students of MTs Islamiyah Ciputat. The result of this study was a significant effect of clustering technique on students’ writing ability of descriptive text. It means technique was effective on students’ writing ability of descriptive text.

It can be seen from the data of the statistical hypothesis on students’ mean score of post-test in experimental class (70.28) it was higher than the pre-test score (60.57). Furthermore, the data analysis from the t-test showed that the $t_{value}$ (2.515) is higher than $t_{table}$ (1.684) it means the significant level of $\alpha$ is 0.05. Another word that $p$ (Sig-2) was 0.16 it is smaller than the significant level, $\alpha$ (0.05). Then it can be seen that $t_{value} > t_{table}$. It means that $H_0$ (null hypothesis) is rejected and $H_a$ (alternative hypothesis) is accepted. In addition to calculating the effect size of implementing the clustering technique on students’ writing ability of descriptive text was high effect size. It means that there was a significant effect of clustering technique on students’ writing ability of descriptive text.
B. Suggestion

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

1. For the teacher

The teacher should realize that the technique used in the teaching-learning is an important thing that can improve students’ motivation in learning. The teachers are recommended to use the clustering technique in teaching writing particularly in teaching descriptive text, in order to make students easier in generating the idea for students’ writing ability.

2. For students

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

3. For further researcher

For the who needed to conduct the similar topic, the writer suggests the further researcher investigate another type of text such narrative and recount, because the write only focuses on the narrative text. Moreover, it is also useful to further researcher to conduct the research with the bigger data in order to know whether the clustering is appropriate not if its uses in the bigger population.
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APPENDICES
APPENDIX 1

Pengesahan Skripsi

<table>
<thead>
<tr>
<th>Nama</th>
<th>Ariesa</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM</td>
<td>1124000092</td>
</tr>
<tr>
<td>Jurusan/Prodi</td>
<td>Pendidikan Bahasa Indonesia</td>
</tr>
<tr>
<td>Judul Proposal</td>
<td>The Effectiveness of Contexting Technique on Generating the Idea for Student Writing Ability (A Quasi-Experimental Study of Students Grade of MTI Jaminan Campus)</td>
</tr>
</tbody>
</table>

Proposal skripsi dengan judul tersebut di atas telah diujikan pada tanggal 10 Januari 2016.

Jakarta, 27 Januari 2016

Pengujı I

Dosen peneliti
1. Dr. Ahy Suripto, S.H, M.Pd.
2. Devi Yuriah, S.Pd.

Zahari Arief, W.N.,

Pengujı II
APPENDIX 2

INSTRUMEN OF PRE-TEST

The Instrument of the Study for Pre-test Experiment Group

WORKSHEET

TEST OF PREE WRITING DESCRIPTIVE TEXT

For experimental class

Write a descriptive text about “describing your friend” based on your knowledge

- You have 40 minutes to write your paper
- Scoring will be based on content organizational vocabulary, languages and mechanic.
- Maximum word at least 150 words.
## APPENDIX 3

### INSTRUMENT OF POST-TEST

**The Instrument of the Study for Post-test Experiment Group**

### WORKSHEET

**TEST OF PRE-WRITING DESCRIPTIVE TEXT**

For experimental class

Write a descriptive text about “describing your mother” based on your knowledge

- You have 40 minutes to write your paper
- Scoring will be based on content organizational vocabulary, languages and mechanic.
- Maximum word at least 150 words.

---

### WORKSHEET

**TEST OF PRE-WRITING DESCRIPTIVE TEXT**

For experimental class

Write a descriptive text about “describing your mother” based on your knowledge

- You have 40 minutes to write your paper
- Scoring will be based on content organizational vocabulary, languages and mechanic.
- Maximum word at least 150 words.
APPENDIX 4

INSTRUMENT OF TREATMENT IN EXPERIMENTAL CLASS

The Instrument of Treatment 1

WORKSHEET

- Write a descriptive text about “describing your favorite teacher” based on your knowledge
- You have 40 minutes to write your paper
- Scoring will be based on content organizational vocabulary, languages and mechanic.
- Maximum word at least 150 words.

The Instrument of Treatment 2

WORKSHEET

Write a descriptive text about “describing your favorite Idol” based on your knowledge
- You have 40 minutes to write your paper
- Scoring will be based on content organizational vocabulary, languages and mechanic.
- Maximum word at least 150 words.
APPENDIX 5

Lesson Plan (RPP) of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EXPERIMENT

Nama Sekolah : MTs Islamiyah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII C/1(ganjil)
Alokasi Waktu : 2 x 40 menit (1 x pertemuan /2 JP)
Materi : Descriptive Text

A. Kompetensi Inti
1. Menghargai dan menghayati agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu-nya tentang ilmu pengetahuan, teknologi seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
2.2 Menunjukan prilaku motivasi internal (intrinsik) untuk mengembangkan kemampuan berbahasa.
2.3 Menunjukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi
1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks deskriptif
2. Mengidentifikasi makna teks Deskriptif.
3. Menguraikan ide melalui Teknik Clustering.
4. Menyusun ide untuk menyusun paragraf deskriptif.

D. Tujuan Pembelajaran
Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi fungsi social dengan benar Siswa dapat mengidentifikasi struktur teks dengan benar
2. Siswa dapat mengidentifikasi ciri kebahasaan dengan benar.
3. Siswa dapat menulis dan mengembangkan ide kedalam sebuah paragraf menggunakan teknik clustering
4. Siswa dapat menulis teks deskriptif sederhana dengan unsur kebahasaan dan struktur teks yang benar

E. Materi Pembelajaran

Fungsi sosial
Menggambarkan, Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

Struktur teks

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>My favorite teacher is Miss Irna</td>
</tr>
</tbody>
</table>
Description

She teaches science.
She is beautiful and slim.
Her skin is white.
She has long and straight hair.
She is a friendly teacher.
She likes reading novels.
Her favorite writer is Andre Hirata.

Unsur kebahasaan

(1) Penyebutan kata benda singular dengan a dan the, dan plural (-s).
(2) Kata ganti it, they, she, we, dst.; our, my, your, their, dst.
(3) Kata sifat yang sangat lazim, old, fat, tall, short, beautiful, patient, nice, wise, smart, fat dll.
(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, has, like, love, dll.
(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

F. METODE PEMBELAJARAN

Metode Scientific
Strategi Collaborative writing

G. MEDIA DAN ALAT PEMBELAJARAN

Media : Karton, deskriptif plan
Alat : Spidol, pointer
Sumber belajar : Buku Siswa

H. LANGKAH-LANGKAH PEMBELAJARAN

a. Kegiatan awal

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Deskripsi</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apresensi</td>
<td>a. Menyiapkan peserta didik secara fisik dan psikis untuk mengikuti pembelajaran; b. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari;</td>
<td>7 menit</td>
</tr>
</tbody>
</table>
c. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

d. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelasaikan permasalahan atau tugas.

<table>
<thead>
<tr>
<th>Siswa</th>
<th>Guru</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observasi (mengamati):</strong></td>
<td>-Guru menyediakan gambar dan contoh teks lisan yang menjelaskan tentang mendeskripsikan seseorang. &lt;br&gt;-guru membacakan contoh teks dan menjelaskan tentang fungsi sosial, struktur teks dan unsur kebahasaan deskriptif teks. &lt;br&gt;-guru bertanya secara random kepada siswa untuk memastikan siswa memahami penjelasan guru. &lt;br&gt;-setelah itu, guru mengenalkan clustering teknik kepada siswa untuk mengembangkan ide yang akan dijelaskan. &lt;br&gt;- Guru mencatat/menilai aspek sikap dan kesungguhan/keaktifan siswa.</td>
<td>10 menit</td>
</tr>
<tr>
<td>-Siswa mengamati gambar pada buku si mendenagrkan contoh teks deskriptif yang dibacakan oleh guru dengan fungsi sosial, struktur teks, unsur kebahasaan teks deskriptif &lt;br&gt;-siswa memperhatikan penjelasan guru tentang clustering teknik dan bagaimana penggunaan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b. Kegiatan Inti**

Guru memberikan penjelasan tentang struktur teks, fungsi sosial dan unsur kebahasaan dan penggunaan clustering teknik didalam deskriptif teks

a) Pertama siswa diminta...
untuk menulis topik yang telah diberikan di sebuah kertas, kemudian siswa memberikan bulatan kalimat topik yang telah ditulis.

b) Langkah kedua siswa diminta untuk menulis keyword disekitar topik yang akan dibahas kemudian menyambungkan keword dengan topik menggunakan panah dan setelah disambungkan siswa diminta untuk memberikan bulatan pada masing-masing keyword.

c) Untuk menyambungkan keyword dengan topik siswa bisa menggunakan kotak dan bulatan-bulatan pada keyword.

<p>| Bertanya (questioning) dengan bimbingan dan arahan guru siswa mempertanyakan fungsi sosial yang dipelajari misal: -fungsi sosial -unsur kebahasaan -clustering teknik | Guru menilai aspek sikap dan kesungguhan/keaktifan siswa |</p>
<table>
<thead>
<tr>
<th>Menalar (experimenting)</th>
<th>Guru meminta siswa secara berpasangan mencoba mencoba menyusun teks mendispensikan guru favorit mereka dengan menggunakan metode clustering untuk mengembangkan ide mereka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Siswa membuat kelompok menyusun teks mendescriksikan guru favorit mereka dengan cara yang dicontohkan guru</td>
<td>20 menit</td>
</tr>
<tr>
<td>Mengasosiasikan</td>
<td>Guru memberikan stimulus kepada siswa untuk nerincikan unsur-unsur yang akan dideskripsikan dengan cara menerapkan clustering teknik untuk memabangkan ide terhadap objek yang akan mereka deskripsikan.</td>
</tr>
<tr>
<td>Siswa mejelaskan berbagai hal terkait mendeskripsikan sesorang seperti apperance, characteristic, hobby etc.</td>
<td>13 menit</td>
</tr>
<tr>
<td>Networking</td>
<td>Siswa mulai mendeskripsikan guru favorit mereka sesuai dengan fungsi sosial unsur kebahasaan yang telah dijelaskan oleh guru menggunakan clustering teknik untuk mengembangkan ide mereka.</td>
</tr>
<tr>
<td>(mengkomunikasikan)</td>
<td>Guru menugaskan siswa untuk memberikan deskripsi tentang apperance, characteristic hoby dan activities dari orang yang akan dideskripsikan menggunakan draft dari clustering teknik untuk memudahkan siswa menyususn ide kedalam sebuah paragraf.</td>
</tr>
<tr>
<td>Siswa mulai mendeskripsikan guru favorit mereka sesuai dengan fungsi sosial unsur kebahasaan yang telah dijelaskan oleh guru menggunakan clustering teknik untuk pengembangan ide mereka.</td>
<td>15 Menit</td>
</tr>
</tbody>
</table>

c. Penutup
- Guru dan siswa membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**H. PENILAIAN HASIL BELAJAR**

1. Teknik Penilaian : Tertulis
2. Bentuk       : Teks Deskriptif sederhana
3. Instrumen   : Write a short descriptive text about your idol teacher!

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (C)</td>
<td>4</td>
<td>The topic is complete and clear and the details are relating to the topic</td>
<td>3 x</td>
</tr>
<tr>
<td>- Topic</td>
<td>3</td>
<td>The topic is complete and clear but the details are almost relating to the topic</td>
<td></td>
</tr>
<tr>
<td>- Details</td>
<td>2</td>
<td>The topic is complete and clear but the details are not relating to the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The topic is not clear and the details are not relating to the topic</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>Identification is complete and descriptions are arranged with proper connectives</td>
<td>2 x</td>
</tr>
<tr>
<td>(O)</td>
<td>3</td>
<td>Identification is almost complete and descriptions are arranged with almost proper connectives</td>
<td></td>
</tr>
<tr>
<td>- Identification</td>
<td>2</td>
<td>Identification is not complete and descriptions are arranged with few misuse of connectives</td>
<td></td>
</tr>
<tr>
<td>- Description</td>
<td>1</td>
<td>Identification is not complete and descriptions are arranged with misuse of connectives</td>
<td></td>
</tr>
<tr>
<td>Grammar (G)</td>
<td>4</td>
<td>Very few grammatical or agreement inaccuracies</td>
<td></td>
</tr>
<tr>
<td>- 20%</td>
<td>3</td>
<td>Few grammatical or agreement inaccuracies but not affect on meaning</td>
<td></td>
</tr>
<tr>
<td>Use present</td>
<td>2</td>
<td>Numerous grammatical or agreement inaccuracies</td>
<td></td>
</tr>
<tr>
<td>tense</td>
<td>1</td>
<td>Frequent grammatical or agreement inaccuracies</td>
<td></td>
</tr>
<tr>
<td>- Agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary (V)</td>
<td>4</td>
<td>Effective choice of words and word forms</td>
<td></td>
</tr>
<tr>
<td>- 15%</td>
<td>3</td>
<td>Few misuse of vocabularies, word forms, but not change the meaning</td>
<td></td>
</tr>
<tr>
<td>Mechanics (M)</td>
<td>4</td>
<td>Very poor knowledge of words, word forms, and not understandable</td>
<td></td>
</tr>
<tr>
<td>- 15%</td>
<td>3</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
<td></td>
</tr>
<tr>
<td>- Punctuation</td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
<td></td>
</tr>
<tr>
<td>- Capitalization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score = \( \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10 \)

Adapted from Brown (2007)

Mengetahui
Guru mata pelajaran Bahasa Inggris

Tangerang Selatan
Mahasiswa

Nurul Atika
Anisa
APPENDIX 5

Lesson Plan (RPP) of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS CONTROL

Nama Sekolah : MTs Islamiyah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII B/1(ganjil)
Alokasi Waktu : 2 x 40 menit (1 x pertemuan /2 JP)
Materi : Descriptive Text

A. Kompetensi Inti

1. Menghargai dan menghayati agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
5.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.
2.1 Menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.2 Menunjukan prilaku motivasi internal (intrinsik) untuk mengembangkan kemampuan berbahasa.

2.3 Menunjukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

2.3 Menunjukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi
   1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks descriptif
   2. Mengidentifikasi makna teks Deskriptif.
   3. Menguraikan ide kedalam sebuah paragraf.
   4. Menyusun ide untuk menyusun paragraf deskriptif.

D. Tujuan Pembelajaran
   Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:
   1. Siswa dapat mengidentifikasi fungsi sosial dengan benar Siswa dapat mengidentifikasi struktur teks dengan benar
   2. Siswa dapat mengidentifikasi ciri kebahasaan dengan benar.
   3. Siswa dapat menulis dan mengembangkan ide kedalam sebuah paragraf.
   4. Siswa dapat menulis teks deskriptif sederhana dengan unsur kebahasaan dan struktur teks yang benar.

E. Materi Pembelajaran
   Fungsi sosial
   Menggambarkan, Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

   Struktur teks

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>My favorite teacher is Miss Irna</td>
</tr>
</tbody>
</table>
Description
She teaches science.
She is **beautiful** and **slim**.
**Her skin** is white.
She has long and straight hair.
She is a **friendly** teacher.
She **likes** reading **novels**.
Her favorite writer is Andre Hirata.

**Unsur kebahasaan**

(1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
(2) Kata ganti *it, they, she, we,* dst.; *our, my, your, their,* dst.
(3) Kata sifat yang sangat lazim, *old, fat, tall, short, beautiful, patient, nice, wise, smart, fat* dll.
(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love,* dll.
(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal

**F. METODE PEMBELAJARAN**

Metode Scientific
Strategi Collaborative writing

**G. MEDIA DAN ALAT PEMBELAJARAN**

Media : Karton, Gambar, teks deskriptif
Alat : Spidol, pointer
Sumber belajar : Buku Siswa

**H. LANGKAH-LANGKAH PEMBELAJARAN**

a. Kegiatan awal

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Deskripsi</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apresepsi</td>
<td>a.Menyiapkan peserta didik secara fisik dan psikis untuk mengikuti pembelajaran; b. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait</td>
<td>7 menit</td>
</tr>
</tbody>
</table>
dengan materi yang akan dipelajari;
c. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
d. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelasaikan permasalahan atau tugas.

b. Kegiatan Inti

<table>
<thead>
<tr>
<th>Siswa</th>
<th>Guru</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observasi (mengamati):</td>
<td>-Guru menyediakan gambar dan contoh teks lisan yang menjelaskan tentang mendeskripsikan seseorang.</td>
<td>10 menit</td>
</tr>
<tr>
<td>-Siswa mengamati gambar pada buku</td>
<td>-guru membacakan contoh teks dan menjelaskan tentang fungsi social, struktur teks dan unsur kebahasaan deskriptif teks.</td>
<td></td>
</tr>
<tr>
<td>si mendenagrkan contoh teks deskriptif yang dibacakan oleh guru dengan fungsi social, struktur teks, unsur kebahasaan teks deskriptif</td>
<td>-guru bertanya secara random kepada siswa untuk memastikan siswa memahami penjelasan guru.</td>
<td></td>
</tr>
<tr>
<td>-siswa memperhatikan penjelasan guru tentang clustering teknik dan bagaimana penggunaan.</td>
<td>- Guru mencatat/menilai aspek sikap dan kesungguhan/keaktifan siswa.</td>
<td></td>
</tr>
<tr>
<td>Guru memberikan penjelasan tentang struktur teks, fungsi social dan unsur kebahasaan dan penggunaan clustering teknik didalam descriptif teks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bertanya (questioning) dengan bimbingan dan arahan guru siswa</td>
<td>Guru menilai aspek sikap dan kesungguhan/keaktifan siswa</td>
<td></td>
</tr>
</tbody>
</table>
mempertanyakan fungsi sosial yang dipelajari misal; -fungsi sosial -unsur kebahasaan

<table>
<thead>
<tr>
<th>Menalar (experimenting)</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Siswa membuat kelompok menyusun teks mendescriisikan guru favorit mereka dengan cara yang dicontohkan guru</td>
<td>Guru meminta siswa secara berpasangan mencoba mencoba menyusun teks mendescripsikan guru favorite.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengasosiasikan</th>
<th>13 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mejelaskan berbagai hal terkait mendeskripsikan seseorang seperti appearance, characteristic, hobby etc.</td>
<td>Guru memberikan stimulus kepada siswa untuk nerincikan unsur-unsur yang akan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Networking (mengkomunikasikan)</th>
<th>1 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mulai mendescripsikan guru favorit mereka sesuai dengan fungsi sosial unsur kebahasaan yang telah dijelaskan oleh guru.</td>
<td>Guru menugaskan siswa untuk memberikan deskripsi tentang appearance, characteristic hoby dan activities dari orang yang akan dideskripsikan.</td>
</tr>
</tbody>
</table>

c. Penutup

- Guru dan siswa membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

I. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Tertulis
2. Bentuk : Teks Deskriptif sederhana
3. Instrumen: Write a short descriptive text about your idol teacher!

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (C)</td>
<td>4</td>
<td>The topic is complete and clear and the details are relating to the topic.</td>
<td>3 x</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The topic is complete and clear but the details are almost relating to the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The topic is complete and clear but the details are not relating to the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The topic is not clear and the details are not relating to the topic.</td>
<td></td>
</tr>
<tr>
<td>Organization (O)</td>
<td>4</td>
<td>Identification is complete and descriptions are arranged with proper connectives.</td>
<td>2 x</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Identification is almost complete and descriptions are arranged with almost proper connectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Identification is not complete and descriptions are arranged with few misuse of connectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Identification is not complete and descriptions are arranged with misuse of connectives.</td>
<td></td>
</tr>
<tr>
<td>Grammar (G)</td>
<td>4</td>
<td>Very few grammatical or agreement inaccuracies</td>
<td>2 x</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few grammatical or agreement inaccuracies but not affect on meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical or agreement inaccuracies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical or agreement inaccuracies</td>
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</tr>
<tr>
<td>Vocabulary (V)</td>
<td>4</td>
<td>Effective choice of words and word forms</td>
<td>1.5 x</td>
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<tr>
<td></td>
<td>3</td>
<td>Few misuse of vocabularies, word forms, but not change the meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Limited range confusing words and word form</td>
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</tr>
<tr>
<td>Mechanics (M)</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
<td>1.5 x</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, and capitalization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
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Score = \[
\frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10
\]

Mengetahui
Guru mata pelajaran Bahasa Inggris Mahasiswa

Nurul Atika Anisa
### APPENDIX 7

#### STATISTIC DESCRIPTIVE TABLE

Statistic Descriptive Table of Pre-Test

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<td></td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variance</td>
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</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
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</tr>
<tr>
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## Statistic Descriptive Table of Post-Test

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APPENDIX 9

RESEARCH DOKUMENTATION

1. Pre-test in
1. Treatment

2. Post-test
APPENDIX 10

STUDENTS’ PRE-TEST SCORE IN EXPERIMENTAL CLASS

---

**Hikmat**

Hikmat: Me introduce my friend. This is Dinda. Dinda is a good friend. Me and Dinda always play at afternoon because my house is near Dinda’s house. Me and Dinda always play bicycle. Me and Dinda always play together. Dinda live at Bakti number 34 street. While I live at Bulak wangi raya street. At the school, Dinda is one of smart student in my class. Dinda always had a good score when had a test. She is a smart student in my class. His favorite lessons is Bahasa Indonesia.

---

**Shidak Komal**

Name: Shidak Komal

I have a friend. Her name is Nickita. Can you call her nickname? She is the good girls. Nickita very smart and very beautiful. She age is 13 years old. Favorite foods Nickita is chicken and she hobby is listening music. She live at Elang 1 street, Sawah Lama. She have a brother, the name is Aldi. He is the Good boy.

---

**M. F. P. Z.**

Name: M. F. P. Z.

OK, friend. The name is Pika. Khoirunnisa. You can call her Line. She age 13 years old. Her favorite food is Puding. Rice and her hobby drawing. He very very handsome. He is from Java. He address is Rostisten Raya 55 street.
APPENDIX 11

STUDENTS’ POST-TEST SCORE IN EXPERIMENTAL CLASS

Hello, My name is Shidqah Amaliyah M.,
you can call me Shidqah. Let me introduce my
Mother. Her name is Shidqah M.

She has shape eyes,
pointed nose, round face, brown skin, black hair
and straight hair.

Her characteristic is diligent, kind,
patient, cheerful, hard worker and beautiful.

When I make a mistake, she always patient and
apologize me. She really really kind because she
always help me do the home work.

Her Activities at home are cooking, washing,
reading Al-Quran and sleeping. When I hungry
she always cooks for me, and when she is sleepy
then she sleep when she has emagie time.
She always reading Al-Quran.

Her favorite food are fried fish, fried chicken, and
smally vegetable. Shidqah Amaliyah M. favorite color is pink color
and her favorite genre music is dangdut. Her
hobby is Singing. I love my mother.

My Mother

Appearance

Characteristic

diligent, kind, patient,
cheerful, hard worker,
beautiful.

Activities

Favorite

Cooking, sleeping, washing, reading Al-Quran,
Fish, Chicken,
Jengkol, favorite
colort pink, genre
music: dangdut.
Name: Noha Helmyat
Class: VII Al-Khawarij

My Mother

Hello, my name is Noha. I have a mother. Her appearance is Round eyes, Flat nose, Straight hair, Slim, and Black hair. My mother is very kind. Everyday, my mother always comes to school.

Talking about her characteristics, my mother is very kind, helpful, honest, hardworking, patient, and clever too. Sometimes my mother always helps me with my homework.

Her daily activities include cooking, washing, and talking with neighbors. My mother always makes the breakfast at 9:30 AM. By the way, merry or my breakfast today is fried noodles.

At last, my mother is very like Roasted Chicken, Fried rice, Lettuce. My mother always tells me to always eat the vegetables. This make my health good. And sometimes my mother makes a soup for lunch.
MY Mother

Appearance
- Brown eyes
- Flat nose
- Round face
- White skin
- Thick lips
- Black hair
- Straight hair

Characteristics
- Diligent, kind, nice, patient, cheerful, happy, hard worker

Activity
- Cooking, washing
- Working, laundry
- Reading
- Tidying

Favorite
- Tea, sizzling
- Soto, meatball, fried chicken
APPENDIX 12

STUDENTS’ PRE-TEST SCORE IN CONTROL CLASS

Hello! my name is putri. I have a friend her name is Nia. What’s in her name she is 13 years old. She study at MTS. Her religion is Islam she like drawing she don’t like reading and she so stupid hehehehe. Her hobby is drawing she is very funny she live in Jombang. Her playing Social media on Smartphone her phone number is 1234567890. I don’t know hehehehe. Her favorite is fried rice. Her address Jl. Nusa Warna. She always late for school and she is very slow ooh. and her nick name is Nia. She don’t have pencil case pencil. She have a one pen she have a parents but she don’t have mother.

I have a friend her name is Meyinda monsohun. She is intimate nice and so pretty. She lives at Pandan Cane Street. Her parents is a doctor. She is from Jakarta. Indonesia. Meyinda has a brother and a sister girl. She is a student of MTS islamiyah capital. She celebrates her thirteen birthday on May 13th. She is my hobby a reading a book. She like her favorite a meal bell. Fried chicken. Noodle and etc. She also speaks Arabic and little English. She has a social media (social media) that it is Instagram and Facebook. Meyinda has a phone and other... Thanks for time.

I have a friend her name is Kezia. She is classmate of mine. She is my neighbor. She is her hobby playing badminton and playing bicycle. She is my sister. Kezia my friend so want. She is pretty. She is diligent. She want to be a teacher. She like his soup. She is smart and beautiful.
APPENDIX 13

STUDENTS’ POST-TEST SCORE IN CONTROL CLASS

My mother

My mother’s name is Dr. Mohamad; she is 52 years old. Her zodiac is taurus. She has pointed nose and slanting eyes. She is clever in math. She is also diligent. She has long hair and black hair. She has white skin and round face.

My mother’s hobby is cooking. She is talented in cooking. She is a hard worker. In the morning until night, she wears my mother’s fierce and always angry. Actually, my zodiac is capricorn, but my mother’s zodiac is taurus. Her religion is Islam.

My mother comes from Pauding. She lives in a small village. My mother’s most favorite food is beef and chicken. She is not because she is pregnant and will have a new sister. I’m so happy to have a new sister. My mother’s favorite color is green.

She has a thick lips and she has a jolly face. It’s scary. She is nice and attractive. She likes singing and dancing and chatting on Facebook and what’s up. And this finally, thank you for reading my description.

My mother

My mother is a teacher. My mother’s name is Mia Nuniba. My mother was born on the morning of the 30th of September. My mother was born on the first child and the lastborn. I imagine remembering that my mother and I would be the second child. The third child is also important.

And my mother has a husband named Wally, and my dad. My mother is very patient, honest, diligent, and she is beautiful. My mother has a beautiful who is kind and painted.

My mother’s hobby is cooking and reading a book. My mother is not angry, and my mother is very clever. Make cake, chocolate, and her mother’s job is to help in the house. I enjoy playing a musical instrument, playing tennis, and my mother have social media that is an Instagram called Mia Nuniba.

And so that I very love my Mum... Thank you very much my Mother.
My Mother's Name is Ena Akter. My mother's age is 36 years.

My mother's hair is black and she has big eyes. My mother is short. My mother loves her food so delicious.

My mother's job is housewife. My mother has 3 children.

My mother is hard worker. She is diligent and clever.

She loves her family. She is patient. She is not lazy. She is so talented and kind.

She has pointed nose.

My mother's hard worker.
APPENDIX 14

Students’ Score in Pre-test of experiment class

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<th>Students</th>
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<th>organization</th>
<th>vocabulary</th>
<th>Language use</th>
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APPENDIX 15

Students’ Score in Post-test of experiment class

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APPENDIX 16

KEMENTERIAN AGAMA
UIJ JAKARTA FITK

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F1/KM.01.3/....../2017
Lamp. :
Hal : Bimbingan Skripsi

Jakarta, 27 Januari 2017

Kepada Yth.

Dr. Atiq Susilo, MA
Penimbng Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamualaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Anisa
NIM : 1113014000072
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)

Judul Skripsi : The Effectiveness of Clustering Technique on Students’ Writing Ability


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Waasalamualaikum wr. wb.

[Signature]

Ketua Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
APPENDIX 17

PERMISSION LETTER OF THE RESEARCH

KEMENTERIAN AGAMA
UN JAKARTA
FITK

SURAT PERMOHONAN IZIN PENELITIAN

No Dokumen: FITK-PR-005-082
Tgl Terbit: 1 Maret 2010
No Revisi: 01

Nomor: Un.01/PR/KM.01.3/2017
Hal: Permohonan Izin Penelitian

Kepada Yth,

Kepala MTs Islamiyah Diputat
di
Tempat

Assalamualaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama: Anisa
NIM: 111301400072
Jurusan: Pendidikan Bahasa Inggris
Semester: IX (Sembilan)
Judul Skripsi: The Effectiveness of Clustering Technique
on Students’ Writing Ability

... (content of the letter)...

mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang mahaswari Skripsi dan akan mengadakan penelitian (riset) di instansi-kesatuan madrasah yang Saudara pimpin.

Untuk itu, kami mohon Saudara dapat mengizinkan mahasiswa tersebut melakukan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum wr.wb.

Pendaftaran Bahasa Inggris

Tentuan:
1. Dekan FITK
2. Pembantu Direktur Bina Akademik
3. Mahasiswa yang bersangkutan

[Signature]
YAYASAN ISLAMIYAH CIPUTAT  
Akta Nomor 16, Tanggal 11 Agustus 1978. Diperbaharui  
Akta Nomor 02, Tanggal 07 Februari 2012, Bank : Syariah Mandiri Rek. 7015231372  
MADRASAH TSANAWIYAH ISLAMIYAH  
STATUS : TERAKREDITASI A  
Jl. Kihajar Dewantara No. 23 Ciputat, Telep. (021) 7409814 Fax. 74716496  

SURAT KETERANGAN  
Nomor : 038/B.1/Ks.01/01/2017  

Yang bertanda tangan dibawah ini:  
Nama : Aep Saepullah, S.Pd.  
Jabatan : Kepala Madrasah  
Instansi : MTs Islamiyah Ciputat  
Alamat : Jl. Kihajar Dewantara No. 23 Ciputat, Tangerang Selatan  
Menerangkan bahwa:  
Nama : Anisa  
NIM : 1113014000072  
Prodi : Pendidikan Bahasa Inggris  
Jenjang : Strata Satu  

Mahasiswa tersebut adalah benar telah melaksanakan Penelitian di MTs Islamiyah Ciputat Kota Tangerang Selatan pada tanggal 11 September — 13 Oktober 2017 dalam rangka penyusunan Skripsi sebagai salah satu syarat penyelesaian Program Strata Satu UIN Syarif Hidayatullah Jakarta dengan judul “THE EFFECTIVENESS OF CLUSTERING TECHNIQUE ON STUDENTS’ WRITING ABILITY”  

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya, agar dapat dipergunakan sebagaimana mestinya.  

Ciputat, 09 November 2017  
Kepala MTs Islamiyah Ciputat  

Aep Saepullah, S.Pd.