

**THE EFFECT OF USING CLUSTERING TECHNIQUE ON STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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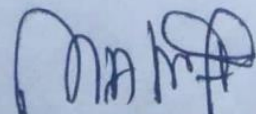
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
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ABSTRACT

Ayunisa, Vira. 1502050129. "The Effect of Using Clustering Technique on Students' Achievement in Writing Descriptive Text." Skripsi: English Education of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this research was to find out the significant effect of Using Clustering Technique on students' achievement in writing descriptive text. This research was conducted at SMP Cerdas Murni Tembung Jl. Beringin Pasar VII No. 33 Tembung. The population of this research was 91 students of the academic year 2019/2020. The researcher just took one class as the sample. The sample consisted of 30 students from VIII-1 class and chosen by using cluster random sampling technique. The experimental group was taught by using clustering technique. The instrument of collecting data was the written test. The experimental group was given pre-test and post-test. After the data has been collected, these were analyzed by using t-test formula. The result of the analysis showed that *t_{observe}* (5.215) was higher than t-table (1.701) with the level of significant $\alpha = 0.05$. The final hypothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant effect of using clustering technique on students' achievement in writing descriptive text.

Keywords: Clustering Technique, Writing, Descriptive Text

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four basic language skills that should be mastered by students. They are speaking, listening, reading and writing. In reading and listening, students did not have to produce language, they receive and understand it. On the other hand, in speaking and writing who also known as active skills. In this skill learners should produce the language. According to Jeremy Harmer (2004: 31) writing as one of the four basic language skills has always formed part of the syllabus in the teaching of English. Moreover, M. Ali Ghufon states that writing as a skill involves a number of complex rhetorical and linguistic operations which must be taught.

It's a good way to help the students for develop their English ability. According to Ann Raimes's book, writing becomes important because of some reasons. First, it can help the students to reinforce the grammatical structures, idioms, and vocabularies that already taught by the teacher. Second, when the students do write, they also have a chance to be daring with the language. Third, when they write, they need to be involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. Besides, a good writing must comprise with some aspects. Refers to Turfina Andriyani (2017: 2), Writing

needs the mastery of several skills. It includes: language use or grammar, punctuation, capitalization, spelling, and correct vocabulary in composing ideas. Students have a good writing ability if they can arrange their ideas into written form in correct vocabulary with full attention in language use grammar, punctuation, spelling, capitalization in their sentence.

In spite of writing is a good way to help the students for developing their English ability. Most of students find that writing is difficult skill to be learned moreover writing in second language. It called difficult because first, the students should be able to master vocabulary, grammar, organization and mechanics. Second, they need hard thinking to arrange the words into sentences and arrange the sentences into paragraph until they can create a piece of written text. And the last, they need to translate their ideas into a readable text.

Meanwhile, Based on the curriculum there are some types of text that have to be mastered by students, they are recount, narrative, procedure, and descriptive text. So, writing descriptive text is one of the texts that must be learned and taught in junior high school. Descriptive text is a type of text that describes about any object (person, thing, and place) in a specific way. In writing descriptive text, students should know the generic structure, the purposes and language features that used in that text.

Based on the researchers' observation during teaching practice on the eighth grade students, the students have difficulties in understanding and producing the written text especially in the descriptive text. The problems can be divided into two factors, first is the internal and the last is the external factors. The internal factors

of the student problems are from themselves, that are: First, the student doesn't know how to start during writing especially in writing descriptive text. Second, the students are not interested in studying writing in the class. The external factor of the student problem is the teacher. The teacher usually asked students to write without using the appropriate technique to develop their writing. When doing teaching writing, teacher should make teaching learning process to be fun and interesting, so the students can involve in learning writing. It should be supported with a good technique and media used in learning process. One of the techniques that can be used in teaching writing is clustering technique. A clustering technique is also known as diagramming or mapping. This technique is developed by Gabrielle Luser Rico, a professor of English and Creativity at San Jose State University, California 1980's. Roger Caswell and Brenda Mahler (2004:55) say that clustering technique is appealing for two reasons. First, it is a way to organize the ideas from a brainstorm list into categories, with each branch representing a different paragraph. Second, it is visual, so it appeals to specific learning styles. According to M. Ali Ghufroon (2014: 9) "Clustering technique is a technique to divide some related ideas and write down in a blank paper without evaluating the truth or value of the ideas themselves."

Clustering technique can be possible to do with pen and paper or with a marker and whiteboard. The procedures to do clustering technique are: First student place the main topic in the center of paper and drawing a circle around it. Then, continue with related words, ideas which come to mind, circle it again, and make the line to connect it to the main topic. Finally, teacher may stop the students after times up, and then they can check the cluster and pick the subtopics that interest them.

Based on the explanation above, the researcher chooses clustering technique to help the students to face the problem when writing a descriptive text. Thus, the writer decides to choose the thesis “*The Effect of Using Clustering Technique on Students’ Achievement in Writing Descriptive Text*”.

B. The Identification of the Problem

The problems of this study were identified as follows:

1. The students don’t know how to start writing especially in writing descriptive text.
2. The students are not interested in learning descriptive text.
3. The teachers didn’t use appropriate technique to develop their writing skill.

C. The Scope and Limitation of the Study

The scope of this study was focused on writing skill and limited on writing descriptive text. The kind of descriptive text is description of person. The topic of using clustering technique is limited on Friend.

D. The Formulation of the Problem

Based on the scope and limitation above, the problem of this study was formulated as follows: is there any significant effect of using clustering technique on students’ achievement in writing descriptive text at the eighth-grade students at SMP Cerdas Murni in Tembung in academic year 2019-2020?

E. The Objective of the Study

The objective of this study was as follows: to find out the effect of using Clustering Technique on students' achievement in writing descriptive text at SMP Cerdas Murni in Tembung in academic year 2019-2020

F. The Significance of the Study

The result of this study was expected to be useful theoretically and practically.

1. Theoretically

This study theoretically can be one of valuable references especially in writing for those who are interested in teaching or learning writing.

2. Practically

The findings of this research are expected to be contributed for some elements as following: 1) For Students; this study can be used as pre-writing strategies or brainstorming before starting to write, in order to make the students easier to generate their idea in writing descriptive text. 2) For English Teacher; this result of this study about clustering technique can be useful in teaching writing descriptive text and hope that they can use this technique in teaching learning process, and 3) For Other Researchers; to conduct further studies especially the teacher, this study is hoped can give new information as the source of information.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or term applied in the research concerned. Some terms are used in this study and they need to be theoretically explained. The following part, theoretical literature on the term will be presented as follow:

1. Writing

1.1 Definition of Writing

Writing is one of four skills (speaking, reading, listening and writing) that should be mastered by students. They used it to deliver the message, feeling, or thought that they can't say directly. There are many definitions about writing according to the experts. According to Ms. V Satya Sri Durga and Dr. C S Rao (2018: 1) writing is the system of written symbols that representing the sounds, syllables or words of language, with different mechanisms (capitalization, spelling and punctuation, word form and function). Moreover, Dr Natilene Bowker (2007: 2) stated that writing is a skill that is required in many contents throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary. From that explanation, we can conclude that writing is the system of written symbols that representing the sounds, words with different word form and function that is required in many contents of our life.

Most of students find that writing is difficult skill to be learned moreover writing in second language. They think that writing is difficult because first, they should know how to use vocabulary, grammar, organization and mechanic appropriately. Second, students need hard thinking to arrange the words into sentences and arrange the sentences into paragraph until they can create a piece of written text. And the last, they need to translate their ideas into a readable text.

1.2 The Writing Process

Writing is not a one-step action. When we write something, we must think about what should we say and how to say it in written form. Then, after we finished writing, we read over and correct what we have written. We write and revise and write and revise again until we are satisfied to our writing expression exactly what we want to say. According to Alice Oshima and Ann Hogue (2007: 16) there are four steps in writing process, they can be explained as follow:

1) Pre-writing

Pre writing is a way to get ideas. In this step, we can choose a topic and collect the ideas to explain the topic.

2) Organizing

This step is to organize the ideas into simple outline. The writer writes a sentence that named the topic and tells the main idea.

3) Writing

This step is to write a rough draft, using writers' outline as a guide. When write a rough draft, we can write it without stopping to think about grammar, spelling, or punctuation. We just get our ideas down on paper.

4) Polishing

In this step, we polished what we have written. This step also called revising and editing. Polishing is most successful if we did it in two steps. First, revising and then editing.

1.3 The Purpose of Writing

According to Ann Raimes, in her book “writing can help our students learn. The reasons of the writer states that are: first, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when they write, they also have a chance to be learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.”

In addition, there are three purposes in writing they are: to entertain, to inform, and to persuade the readers.

a. To Entertain

Writing to entertain mean is writing to give our audience something to enjoy. It can be a story about our sad story, funny experiences, or something that we can't forget.

b. To Inform

It means the writer trying to inform the readers about necessary information about the subject or object to the readers, and usually the writer just telling the readers based on the facts.

c. To Persuade

The goal of persuade is to get our readers to agree with our opinion, and to make the readers believe on something.

1.4 Teaching Writing

Teaching writing is a process of giving guidance to the students in order to reach the goals in writing. When teaching writing, teachers must be sure to select the topic that is not only aid the students in teaching writing, but it is also the most effective in helping the students learn to write.

According to Jeremy Harmer (1998: 79), there are four reasons for teaching writing to students of English as a foreign language, they can be seen below:

1. Reinforcement

Some of students gathered languages in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

2. Language Development

The actual process of writing helps the students to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experiences.

3. Learning Style

Writing is appropriate for learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as a skill

The most important reasons for teaching writing is same as speaking, listening, and reading. Students should be able to know how to write letters, how to put written reports together, how to reply to advertisements- and increasingly.

2. Descriptive Text

2.1 Definition of Descriptive Text

Descriptive is one of a text which explains the characteristic of any object (person, place, and thing) in a specific way in order to visualize the object that will be described. After we visualized it, we can know how the things looks like, the colors, size and so on, through our sense.

According to Feradilla and Hafizh (2014) “descriptive text is one of the monolog texts which are assumed as one of the texts that difficult to be learned by the students because students need critical thinking to write a paragraph.” Furthermore, description in writing is the process of creating visual images and sensory impression through written form.

2.2 Kinds of Descriptive Text

Descriptive text is used to describe any object such as person, place, or thing. Usually, when the writers want to describe something such as people, they usually describe each people in specific way, like personality, characteristic, and so on. Therefore, there are three types of descriptive text, they are:

a. Description of a Place

In describing a place such a bedroom, we have to describe it chronologically. There is no set pattern when arranging sentences in descriptive paragraph. We should not have to begin with one area and then proceed to another one. On the other hand, the sentences should not arrange randomly. The description should be organized, so the reader can imagine the scene being described clearly.

b. Description of a Person

When describing someone, the writers have to describe the object based on what and how the person looks like. There are three ways to identify the person based on situation, first identification, second impression, and last is character sketch.

1. Identification

Identification is the process of identifying someone based on their characteristics such as, weight, height, age, color of hair, skin, and eyes.

2. Impression

Impression is an opinion about someone. The impression does inform all ideas of the object that will be described. It is usually less complete and informative than identification.

3. Character Sketch

Character sketch is to complete the description of person. The writer describes a person in aimed to make the reader feels as though he/she already meets the person.

c. Description of a Thing

When describe a thing, the author should have a good imagination to describe about that thing. Besides that, to make our subjects more interesting we can use proper nouns and effective verbs.

2.3 The Purpose of Descriptive Text

Every text type has a specific purpose, the generic structure and the language features. As we know, descriptive text is a text which explains about any objects such a person, place, and things in a specific way. Based on that explanation, we can know that the purpose of descriptive text is to describe, explain any objects in specific way.

According to Barbara (2004: 154) there are five purposes of descriptive text, first is to entertain, second is to express feelings, third is to relate experiences, fourth is to inform and the last is to persuade. They can be illustrated as in the table below:

Table 2.1
Purposes of Description

Purpose	Example
To Entertain: it means, when the author writes about the description of an object that can please the reader.	A description of a teenagers' bedroom to express feelings.
To Express Feeling: it means that the author writes about impression of an object.	A description of writers' favorite idol, food and so on.

To Relate Experience: it means that the author write about her/his experience.	A description of writers' memories.
To Inform: it means that the author write vividly about the description of an object that is unfamiliar for the readers	A description of a new invention of disease, medicine and its compositions, and so on.
To Persuade: it means that the author writes about the description of an object that can attract the readers' attention	A description of upcoming products, video, description of holiday

Based on the table above, it shows that description more expressive. Descriptive text can help the writer to explain their feeling. As human beings, we want to socialize with others by sharing our experience.

2.4 The Generic Structure of Descriptive Text

Before the students write a descriptive text, they should know about the generic structure of descriptive text. It can help the students easier to arrange the word into good sentences. The generic structures of descriptive text are:

1. Identification

Identification includes the introduction of an object such as person, place, animal, thing that will be described.

2. Description

It includes a description of an object such as person, place, animal, thing by describing the features, forms, or anything that related to the object that the writer described. The example of descriptive text can be seen below:

Table 2.2
Example of Descriptive Text:

My Toy

Identification	I have a toy. It is a Barbie doll, and I call it Teressa. Teressa is very pretty. My dad bought it as a present because I win a gold medal in math tournament.
Description/Organization	The doll is very pretty with a beautiful gown, pink shoes, blonde hair and a little crown in her hair. Every night Teressa accompanies me sleeping. I brought her at school too. I really love my Barbie doll very much.

2.5 The Language Features of Descriptive Text

Not only generic structures, the students should know the language features before write a text of descriptive. There are four language features of descriptive text as follow:

1. Specific Participant: has a certain object
Example: My House, My Toy, Borobudur Temple, My mom and so on.
2. Use an Adjective: it is aimed to clarify the noun
Example: my beloved mom, my lovely sister, and so on
3. Use of Simple Present Tense: because descriptive text tells the fact of the object described.
Example: she is traveler girl, she is pretty, she is independent.

4. Action verb: it shows an activity

Example: run, sleep, write, etc.

2.6 Problem in Writing Descriptive Text

Based on the writers' experience during teaching process at junior high school, there are many students said that writing is the most difficult skill to be learned, moreover in writing descriptive text. Based on the curriculum, descriptive text is a text should be taught in junior high school. Moreover, there are two main points that should be mastered by students when writing a text of descriptive. They are identification and description. In identification, the students should explain about the object that will be described. In other word, the identification is the process that describe about an object before going to tell about the detail of thing itself. In description, the author should explain the details of an object that will be described to the reader, such as the characteristic, the size and so on. In fact, when the writers' teaches the eighth grade students, they are still getting difficulty in writing especially in descriptive text, some students are lack in vocabularies, grammatical rules, they often feel confused when gather the ideas before writing, and the students have lack ability in generate their idea in writing descriptive text. Sometimes, the topic and subtopic are not coherence.

2.7 The Assessment of Writing Descriptive

According to Brown (2004: 246), there are five aspects that will be a specific purpose in scoring. They are:

1. Content
2. Organization
3. Grammar
4. Vocabulary
5. Mechanism

3. Clustering Technique

3.1 Definition of Clustering Technique

Before we start writing, sometimes we are getting confused to develop our idea into written form. In order to get a good result of their writing, we should know how to write well. In writing process there is step that called pre-writing. This step is important because it can help the author to generate their ideas before starting to write. There are many techniques that can be used in pre-writing process. One of the techniques is Clustering Technique.

According to Roger Caswell and Brenda Mahler (2004: 55) clustering technique is appealing for two reasons. First, it is a way to organize the ideas from a brainstorm list into categories, with each branch representing a different paragraph. Second, it is visual, so it appeals to specific learning styles. While Sabarun (2013: 12) stated that “clustering is a technique where we map out our thinking using a cycles or line to display ‘branches’ of our”. We can draw a

circles/box, lines/arrow, in implementing the clustering to show the ideas that exist in our mind.

From the definitions above, we can conclude that clustering is a pre-writing process that can help us to organize the ideas from a brainstorm list into categories through circles/boxes, lines/arrows.

3.2 The Advantages of Using Clustering Technique

There are some advantages of using Clustering Technique according to Sabarun (2013: 13).

1. Clustering technique can help the authors to find and generate ideas, and having found them, to structure and restructure them long before any ordering actually takes place.
2. Clustering is a technique for collecting thoughts around some stimulus, for finding a focus, and for allowing a sense of the whole configuration to emerge even though all the details are not yet apparent.
3. Clustering is a technique for engaging and utilizing the raw materials of one's experience and giving them a tentative shape.
4. Clustering is a simple process taking thirty seconds to two minutes, just long enough to let ideas spill out onto a page until an idea presents itself that writer can develop into a whole.
5. Clustering employs free-association of ideas, creating a "structure" quite unlike the traditional outline method, but equally effective.
6. Clustering is useful not only for organizing information, but for generating ideas.

3.3 The Disadvantages of Using Clustering Technique

According Styati (2010), “clustering technique is only the surface technique in teaching writing, it does not a good technique when it is used to write an essay writing which has long paragraph. Sometimes, the students were confused how to use this technique because they don’t know how to start writing. Besides, they did this way under pressure to make this technique as an effective way.

3.4 The Application of Using Clustering Technique

Clustering Technique is expected to help the students in generate the topic into the subtopic of the idea through circles/boxes, and lines/arrows. There are some steps of using clustering technique as follow:

1. Take a piece of paper and write down the main topic in the center of paper and draw a circle around it.

Example:

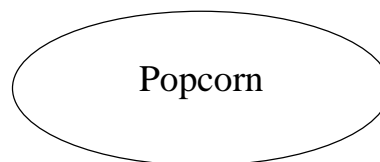


Figure 2.1 The Circle of Main Topic (Carol B. Olson)

2. Write any ideas that come into our mind related to the main topic around the main topic and circle it all. Connect those ideas to the main topic with a line. The pictures below shows that there are seven sub-topic about popcorn, such as Circus, Movies, Kernel, White Mountains, Crunchy, Good, and Noisy. It can be shown in the figure below:

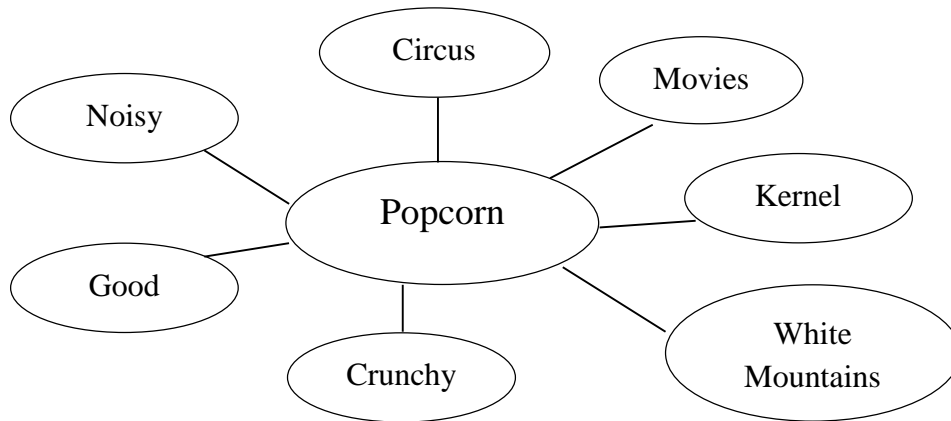


Figure 2.2 Grouping Ideas

3. Write ideas, examples, facts, or other details related to each idea and connecting them to the appropriate circle.
4. Repeat this process until the run of ideas, like the figure below:

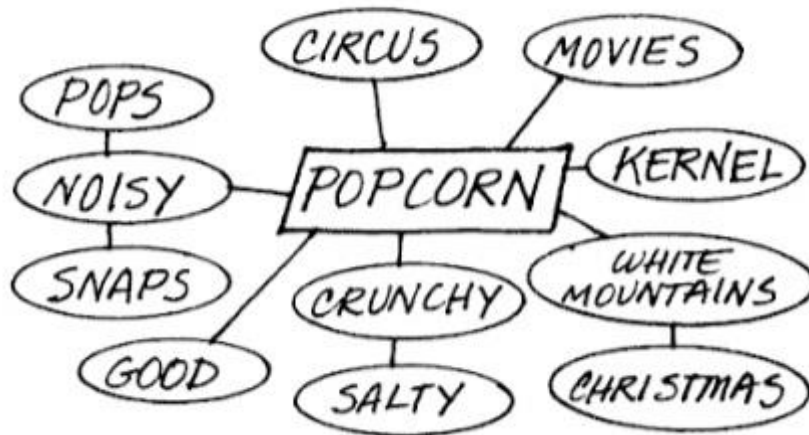


Figure 2.3 Final Stage

B. Relevant Studies

Some researchers which deal with the using of Clustering Technique are as follow: First, a study done by Rini (2015) entitles “The Effectiveness of Using Clustering Technique in Teaching Writing Recount Text (A Quasi-Experimental Study at the Eight Grade of Mts Negeri 3 Jakarta)”. In her study, she investigates whether there is any significant improvement on students’ writing recount text after clustering technique in the eighth grade of Mts Negeri 3 Jakarta academic year 2014/2015. Her finding shows that there was improvement of students’ ability in writing recount text after clustering was applied. Second, a study done by Afrilia (2011) entitles “The Use of Clustering Technique to Improve Students’ Ability in Writing Analytical Expositions for Senior High School”. In her study, she investigates whether there is any significant improvement on students’ writing analytical expositions after using clustering technique in the first grade students of SMA N 1 Weru. Her finding shows that there was improvement of students’ ability in writing analytical expositions after applying clustering technique.

Based on the previous study above, there are the differences and similarities with this present study. The similarities both previous studies and present study discuss about clustering technique while the differences for the first research are concerned on recount text and the second research is focused on analytical exposition whereas in this study focus on descriptive text.

C. Conceptual Framework

Based on explanation of the theories above, writing is one of four skills (speaking, reading, listening and writing) that should be mastered by students. They used it to deliver the message, feeling, or thought that they can't say directly. One of writing that should be mastered by students is descriptive text. As we know that, Descriptive is a text which explains the characteristic of any object (person, place, and thing) in a specific way in order to visualize the object that will be described. However, some students face difficulties during writing. There are some difficulties in writing descriptive text, like: can't arrange their ideas into sentences, they didn't know how using vocabulary, grammar, organization and mechanic. By using clustering technique, the problem of arrange the ideas can be solved.

The clustering technique expected to help the students in arrange their ideas. Clustering is one of process in writing in order to organizing the information and generating the ideas. In grammatical rules, clustering technique can help the students to write the simple sentence by following the procedures, like: first, write the main topic in the center of paper, second is write any ideas that related to the main topic as much as they can, and the last you can repeat the previous procedure until you run of ideas. Moreover, it can help the students to conscious of the mechanic. Furthermore, clustering technique also help the students to use vocabulary carefully.

So the researcher chooses clustering technique to help the students to solve their problem in descriptive text.

D. The Hypothesis

The research hypothesis that will be used in this research concerned to the effect of using clustering technique in teaching writing descriptive text. There are two kinds of hypothesis:

1. Null Hypothesis (H₀): There is no significance effect of using clustering technique in teaching writing descriptive text.
2. The Alternative Hypothesis (H_a): There is significance effect of using clustering technique in teaching writing descriptive text.

CHAPTER III

METHOD OF RESEARCH

A. Location

The location of this research was conducted at SMP Cerdas Murni Tembung, at Jalan Beringin Pasar VII No. 33 Tembung. The reason for choosing this location is because first, the researcher found that many students find the difficulties in learning writing especially in writing descriptive text, and second, no one has made research there before with the same topic.

B. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP CERDAS MURNI of the academic year 2019/2020, which consists of three classes. There are VIII-1 consists of 30 students, VIII-2 consists of 30 students, VIII-3 consists of 31 students, with the total 90 students. So, the total population of this research is 91 students.

Table 3.1
The Population

No	Class	Population
1	VIII-1	30
2	VIII-2	30
3	VIII-3	31
Total of the students		91

2. Sample

By using cluster random sampling technique, VIII-1 which consists of 30 students is chosen as the sample. It is presented in the following table.

Table 3.2
Sample

No.	Class	Sample
1	VIII-1	30
Total of the students		30

C. Research Design

The method that will be used in this study is quantitative method. It is used to see the effect of clustering technique on students' achievement in writing descriptive text. In this case, the researchers choose VIII-1 as the experimental group and taught by using Clustering Technique. The design of this research is listed below.

Table 3.3
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Clustering Technique	✓

There are three steps namely pre-test, treatment, and post-test in this part: First step is Pre-test. In Pre-Test, the experimental group will be given pre-test before the treatment. Pre-test is purposed to find out the effect of using clustering technique in teaching writing descriptive text. The second step is Treatment, in Treatment, the experimental group will be taught by using Clustering Technique. The steps of treatment in the experimental groups can be seen in table 3.5.

Table 3.4
Treatment in Experimental

Experimental Group
<ol style="list-style-type: none"> 1. Teacher explains descriptive text to the students 2. Teacher gives example of descriptive text 3. Teacher explains about the generic structure and language feature of descriptive text 4. Teacher asks students to find out the generic structure and language feature in descriptive text 5. Teacher explains about clustering technique, the procedure of clustering 6. Teacher asks the students to decide a topic which the students interested in 7. Teacher asks the students to decide what questions will be investigated in the topic they are interested in 8. The teacher guides the students in identifying the information that they have and the information they want related to their topic 9. Teacher monitors the students in the exploration of the students about topic area that they are interested in 10. Teacher guides the students in organizing the information that the students gather in the exploration process 11. Teacher asks students to write an descriptive text based on the information has been organized by the students 12. Teacher collects the students' work 13. Teacher asks the students to make a summary based on the investigation they have made.

And the last step is Post-Test. Post-test is given to the students after doing a treatment. The test instrument is same as the pre-test. The post-test is aimed to know whether the treatment is given effect to the student in learning writing especially in descriptive text.

D. The Instrument of Research

The data in this study are the students' writing skill in descriptive text. In order to get the data, the researcher uses a written test as the instruments. The written test consists of two types, pre-test and post-test. Written texts are taken from English books for junior high school students to collect students' data.

E. Technique of Collecting Data

The techniques of collecting the data in this research will be given as follows:

1. Giving pre-test to experimental group
2. Giving the treatment to experimental group by using clustering technique.
3. Giving post-test to experimental group
4. Listing the scores of pre-test and post-test into table for the experimental group.

F. Technique of Analyzing Data

After collecting the data from the test, the data will be analyzed by using the test. The following procedure will be implemented to analyzing the data:

1. Finding the correlation of the teaching method

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2 (n \sum y^2 - (\sum y)^2)}}$$

2. Determining T-test by formulation

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression

$$Y = a + bx$$

With :

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2} \quad a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where:

Y = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation

$$D = (r_{xy})^2 \times 100\%$$

G. Statistical Hypothesis

In this research statistical hypothesis will be used to describe whether the hypothesis will be accepted or rejected. The statistical hypothesis formula:

$$\mathbf{H_0: } t_{observe} < t_{table}$$

$$\mathbf{H_a : } t_{observe} > t_{table}$$

Where :

H₀ :“There was no any significant effect of using clustering technique on students’ achievement in writing descriptive text.” (The hypothesis will be rejected).

H_a : There was any significant effect of using clustering technique on students’ achievement in writing descriptive text.” (The hypothesis will be accepted).

CHAPTER IV
DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of tests for experimental group, they are: pre-test and post-test. To cumulative the score of experimental group, the researcher used five aspects from Brown (2004: 246). The five aspects are:

6. C = Content
7. O = Organization
8. G = Grammar
9. V = Vocabulary
10. M = Mechanism

The following tables were students' score on the pre-test of the experimental group.

Table 4.1
The Score of Pre-Test of Experimental Group

No	Students' Initial	C	O	G	V	M	Score
1	AR	9	4	6	4.5	4.5	7
2	ARR	6	4	2	3	3	4.5
3	AO	3	2	2	3	3	3.2
4	AFZ	9	6	6	4.5	4.5	7.5
5	AH	3	2	2	3	3	3.2
6	BA	3	2	2	1.5	1.5	2.5
7	CDK	9	4	4	4.5	4.5	6.5

8	DA	6	4	4	3	4.5	5.3
9	DPS	3	2	2	1.5	1.5	2.5
10	FAN	9	4	4	4.5	4.5	6.5
11	FAR	9	6	6	4.5	4.5	7.5
12	HAS	3	2	2	1.5	1.5	2.5
13	KEA	9	4	4	4.5	4.5	6.5
14	MAA	9	6	6	4.5	6	7.8
15	MF	12	8	6	6	6	9.5
16	MRA	9	6	6	4.5	6	7.8
17	NS	12	8	6	4.5	6	9.1
18	NRSP	9	6	6	4.5	4.5	7.5
19	NW	3	2	2	3	3	3.2
20	NSKT	3	2	2	3	4.5	3.6
21	NA	9	4	6	4.5	6	7.3
22	NC	3	2	2	3	3	3.2
23	RD	3	2	2	3	3	3.2
24	RA	9	4	6	4.5	6	7.3
25	RA	3	2	2	3	3	3.2
26	SWG	12	8	6	6	6	9.5
27	SWG	12	8	6	6	6	9.5
28	SPS	6	2	2	3	3	4
29	SS	3	2	2	1.5	1.5	2.5
30	SND	6	2	2	3	3	4
Total							167.4
Mean							5.58

The data in Table 4.1 showed the highest score of the pre-test was 9.5, the lowest score was 2.5 and the mean of pre-test was 5.58. So the total score of pre-test in VIII-1 is 167.4.

Table 4.2
The Score of Post-Test of Experimental Group

No	Students' Initial	C	O	G	V	M	Score
1	AR	12	8	6	6	6	9.5
2	ARR	12	8	6	6	6	9.5
3	AO	12	6	6	6	6	9
4	AFZ	12	8	6	6	6	9.5
5	AH	6	6	8	4.5	6	7.6
6	BA	12	6	4	4.5	6	8.1
7	CDK	12	8	6	6	6	9.5
8	DA	12	6	2	4.5	6	7.6
9	DPS	12	6	4	4.5	4.5	7.7
10	FAN	12	4	2	6	6	7.5
11	FAR	12	8	6	4.5	6	9.1
12	HAS	12	6	6	3	6	8.2
13	KEA	12	6	6	3	6	7.5
14	MAA	12	8	8	6	6	10
15	MF	12	8	8	6	6	10
16	MRA	12	8	8	4.5	6	9.6
17	NS	12	8	6	6	6	9.5
18	NRSP	12	8	6	6	6	9.5
19	NW	12	8	2	4.5	6	8.1
20	NSKT	12	6	6	6	6	9
21	NA	12	8	8	6	6	10
22	NC	12	8	6	6	6	9.5
23	RD	12	4	4	4.5	6	7.6
24	RA	12	8	8	4.5	6	9.6
25	RA	12	8	4	4.5	6	8.6
26	SWG	12	8	8	6	6	10
27	SWG	12	8	8	6	6	10
28	SPS	12	4	4	4.5	6	7.6
29	SS	12	4	4	4.5	6	7.6
30	SND	12	6	4	3	6	7.7
Total							264.2
Mean							8.80

The data in Table 4.2 showed the highest score of the post-test was 10, the lowest score was 7.5 and the mean was 8.80. So the total score of post-test in VIII-1 is 264.2.

B. Data Analysis

Based on the data from the test in the table 4.2 the scores were analyzed in order to see the effect of using clustering technique on students' achievement in writing descriptive text by calculating the followings.

Table 4.3
Differences between Pre-Test and Post-Test of Experimental Group

No	Students' Initial	Pre-test (X)	Post-test (Y)	X ²	Y ²	XY
1	AR	7	9.5	49	90.25	66.5
2	ARR	4.5	9.5	20.25	90.25	42.75
3	AO	3.2	9	10.24	81	28.8
4	AFZ	7.5	9.5	56.25	90.25	71.25
5	AH	3.2	7.6	10.24	57.76	24.32
6	BA	2.5	8.1	6.25	65.61	20.25
7	CDK	6.5	9.5	42.25	90.25	61.75
8	DA	5.3	7.6	28.09	57.76	40.28
9	DPS	2.5	7.7	6.25	59.29	19.25
10	FAN	6.5	7.5	42.25	56.25	48.75
11	FAR	7.5	9.1	56.25	82.81	68.25
12	HAS	2.5	8.2	6.25	67.24	20.5
13	KEA	6.5	7.5	42.25	56.25	48.75
14	MAA	7.8	10	60.84	100	78
15	MF	9.5	10	90.25	100	95
16	MRA	7.8	9.6	60.84	92.16	74.88
17	NS	9.1	9.5	82.81	90.25	86.45
18	NRSP	7.5	9.5	56.25	90.25	71.25
19	NW	3.2	8.1	10.24	65.61	25.92
20	NSKT	3.6	9	12.96	81	32.4
21	NA	7.3	10	53.29	100	73
22	NC	3.2	9.5	10.24	90.25	30.4

23	RD	3.2	7.6	10.24	57.76	24.32
24	RA	7.3	9.6	53.29	92.61	70.08
25	RA	3.2	8.6	10.24	73.96	27.52
26	SWG	9.5	10	90.25	100	95
27	SWG	9.5	10	90.25	100	95
28	SPS	4	7.6	16	57.76	30.4
29	SS	2.5	7.6	6.25	57.76	19
30	SND	4	7.7	16	59.29	30.8
TOTAL		167.4	264.2	1106.06	2353.18	1520.82

Based on table 4.3 above, it shown that the total score of pre-test from 30 students was 167.4, the total score of post-test was 264.3, the total of X squared is 1106.06, the total of Y squared is 2353.18 and the total of X times Y is 1520.82.

$$N = 30$$

$$\Sigma X = 167.4$$

$$\Sigma Y = 264.2$$

$$\Sigma X^2 = 1106.06$$

$$\Sigma Y^2 = 2353.18$$

$$\Sigma XY = 1520.82$$

1. Finding the correlation

We can see the correlation between pre-test and post-test by using this formula:

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

$$\begin{aligned}
&= \frac{30(1520.82) - (167.4)(264.2)}{\sqrt{(30(1106.06) - (167.4)^2)(30(2353.18) - (264.2)^2)}} \\
&= \frac{45624.6 - 44227.08}{\sqrt{(33181.8 - 28022.76)(70595.4 - 69801.64)}} \\
&= \frac{1397.52}{\sqrt{(5159.04)(793.76)}} \\
&= \frac{1397.52}{\sqrt{4095039.59}} \\
&= \frac{1397.52}{2023.62042} \\
&= 0.7 \qquad \qquad \qquad (\text{Sugiyono, 2015})
\end{aligned}$$

By using the formula above, we can see that the result of the correlation was 0.7.

2. Determining T-test

We can see the determining of T-test after seeing the correlation, by using this formula:

$$\begin{aligned}
t &= r \frac{\sqrt{n-2}}{\sqrt{1-r^2}} \\
&= (0.7) \frac{\sqrt{30-2}}{\sqrt{1-(0.7)^2}} \\
&= (0.7) \frac{\sqrt{28}}{\sqrt{1-(0.7)^2}}
\end{aligned}$$

$$\begin{aligned}
&= (0.7) \frac{5.29}{\sqrt{1 - 0.49}} \\
&= (0.7) \frac{5.29}{\sqrt{0.51}} \\
&= (0.7) \frac{5.29}{0.71} \\
&= (0.7)(7.45) \\
&= 5.215 \qquad \qquad \qquad (\text{Sugiyono,2015})
\end{aligned}$$

By using the formula above, we can see the result of the determining of T-test was 5.215

3. Testing Linear Regression

Linear regression is used to explore the relationship between two or more variables.

$$Y = a + bx$$

In finding Y find the value of a and b with the following this formula:

$$\begin{aligned}
b &= \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{n(\Sigma X^2) - (\Sigma X)^2} \\
&= \frac{30(1520.82) - (167.4)(264.2)}{30(1106.06) - (167.4)^2} \\
&= \frac{45624.6 - 44227.08}{33181.8 - 28022.76} \\
&= \frac{1397.55}{5159.04}
\end{aligned}$$

$$= 0.27$$

$$a = \frac{\Sigma Y}{n} - b \frac{\Sigma X}{n}$$

$$= \frac{264.2}{30} - (0.27) \frac{167.4}{30}$$

$$= 8.8 - (0.27)(5.58)$$

$$= 8.8 - 1.5066$$

$$= 7.29$$

After finding the value of a and b , input the value and the finding as at the followings:

$$Y = a + bx$$

$$Y = 7.29 + 0.34x$$

4. Calculating Determination

$$\begin{aligned} D &= (r_{XY})^2 \times 100\% \\ &= (0,7)^2 \times 100\% \\ &= 0.49 \times 100\% \\ &= 49\% \end{aligned}$$

From the determination above it was known that the effect of using clustering technique on students' achievement in writing descriptive text was 49% and 51% from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of using clustering technique on students' achievement in writing descriptive text. It was seen from the differences of mean score of Pre-Test and Post-Test in experimental class. They were 5.58 in pre-test and 8.80 in post-test of experimental class, the lowest score of pre-test increases after using clustering technique on students' achievement in writing descriptive text from 2.5 to 7.5 and also, the mean score of pre-test increases after using this technique from 5.58 to 8.80.

Based on the testing of hypothesis, the value of $t_{observe} > t_{table}$ was $5.215 > 1.701$. It meant the there was a significant effect of using clustering technique on students' achievement in writing descriptive text. The value of the effect was about 49%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, conclusion was drawn as the following:

There was a significant effect of using clustering technique on students' achievement in writing descriptive text which proved by the result of the score of pre-test before giving treatment was 167.4, and the post-test after treatment was 264.2 and it was found that the $t_{observe} > t_{table}$ or $5.215 > 1.701$. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

B. Suggestions

Related to the conclusion above, some suggestions were put forward as the following:

1. The English teachers are expected to use clustering technique in teaching writing, especially writing descriptive text.
2. The students are expected to use clustering technique before writing descriptive text, because it can help to gather their idea so they can easier to write descriptive text in order to increase their achievement in writing descriptive text.
3. It is suggested to other researchers who are interested to do the same research to use these findings as the source of information for further related studies.

4. It is also suggested to school management to encourage the teachers to increase their teaching skills to be better, more creative and more interested not only by using clustering technique in teaching writing but also other methods which are believed to give easier and better understanding for students in their effort to increase their skill in writing especially in writing descriptive text.

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Appendix 1:

RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENTAL CLASS

Nama Sekolah	: SMP Cerdas Murni
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII-1/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2 x 40 Menit (1 x pertemuan /2 JP)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran 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 tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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 dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku motivasi internal (intrinsik) untuk mengembangkan kemampuan berbahasa.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptive 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 paragraph deskriptif.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

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

E. Materi Pembelajaran

Fungsi Sosial

Membanggakan, menggambarkan, mengenalkan, mengidentifikasi, mengkritik, dsb nya.

Struktur Teks

Generic Structure	Sentence
Identification	My friend Raihan
Description	He is tall He's got a Brown Skin He's wearing a uniform, Brown pants and a brown shirt. He's a thin and tall

Unsur Kebahasaan

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, old, fat, short, tall, beautiful, patient, nice, wise, smart*, dll.
- Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- 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

- Pendekatan Saintifik
- Pendekatan Komunikatif
- Clustering Technique

G. Media, Alat, dan Sumber Pembelajaran

Media : Gambar orang, binatang, benda.

Alat : Spidol, Infokus & Laptop

Sumber Belajar : Buku siswa

H. Langkah-langkah Kegiatan Pembelajaran

a. Kegiatan Awal

Pendahuluan	Deskripsi	Alokasi Waktu
Apresepsi	<ol style="list-style-type: none">a. Menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.b. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait 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 secara garis besar cakupan materi tentang kegiatan yang dilakukan peserta didik untuk menyelesaikan tugas.	6 Menit

b. Kegiatan Inti

Siswa	Guru	Alokasi Waktu
<p>Observasi (mengamati)</p> <p>a. Siswa mengamati gambar dan mendengarkan contoh teks yang ditunjukkan oleh guru.</p> <p>b. Siswa mendengarkan penjelasan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif.</p> <p>c. Siswa mengamati penjelasan guru tentang teknik clustering dan bagaimana penggunaannya.</p>	<p>a. Guru menunjukkan gambar dan contoh teks lisan yang menjelaskan tentang medeskripsikan seseorang.</p> <p>b. Guru menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan deskriptif teks.</p> <p>c. Guru bertanya secara acak kepada siswa untuk memastikan apakah siswa sudah memahami penjelasan yang disampaikan.</p> <p>d. Guru mengenalkan teknik clustering kepada siswa untuk mengembangkan ide yang akan dijelaskan.</p> <p>e. Guru mencatat/menilai aspek sikap dan kesungguhan/keaktifan siswa.</p>	<p>10 Menit</p>
	<p>Guru menjelaskan tentang struktur teks, fungsi sosial, unsur kebahasaan dan penggunaan teknik clustering didalam deksriptif teks.</p> <p>a. Siswa diminta untuk menulis salah satu topic yang telah diberikan di sebuah kertas, kemudian siswa membuat lingkaran pada topic yang telah mereka tulis.</p> <p>b. Siswa diminta untuk menuliskan keyword di sekitar topic yang telah mereka lingkarkan kemudian menyambungkan</p>	

	<p>keyword dengan topic menggunakan panah dan setelah disambungkan siswa diminta untuk memberikan lingkaran pada masing-masing keyword.</p> <p>c. Untuk menghubungkan keyword dengan topic, siswa dapat menggunakan kotak atau lingkaran pada keyword.</p>	
<p>Bertanya (Questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan; fungsi sosial, unsur kebahasaan dan clustering teknik.</p>	<p>Guru menilai aspek sikap dan kesungguhan/keaktifan siswa.</p>	
<p>Menalar (Experimenting)</p> <p>Siswa diminta untuk mendeskripsikan sahabat mereka sesuai dengan contoh yang diberikan.</p>	<p>Guru meminta siswa untuk mendeskripsikan sahabat mereka dengan menggunakan teknik clustering untuk mengembangkan ide mereka.</p>	20 Menit
<p>Mengasosiasikan</p> <p>Siswa menjelaskan berbagai hal terkait mendeskripsikan seseorang seperti characteristic, appearance, hobby, etc.</p>	<p>Guru memberikan stimulus kepada siswa untuk merincikan unsur-unsur yang akan di deksripsikan dengan cara menerapkan teknik clustering untuk mengembangkan ide terhadap objek yang akan mereka deskripsikan.</p>	13 Menit
<p>Networking (Mengkomunikasikan)</p> <p>Siswa mulai mendeskripsikan sahabat mereka sesuai dengan fungsi sosial, unsur kebahasaan, yang telah</p>	<p>Guru menugaskan siswa untuk memberikan deskripsi tentang appearance, characteristic, hobby dan activities dari orang yang akan di deskripsikan menggunakan draft dari teknik clustering untuk memudahkan siswa dalam menyusun ide mereka ke sebuah paragraph.</p>	1 Menit

dijelaskan oleh guru menggunakan teknik clustering untuk mengembangkan ide mereka.		
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c. Penutup

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

I. Penilaian

1. Teknik Penilaian : Tertulis
2. Bentuk Instrumen : Teks Deskriptif sederhana
3. Instrument : Choose one and describe with your own words:
 - ❖ Kpop idol
 - ❖ Friends
 - ❖ Parents
 - ❖ Favorite teacher
 - ❖ Favorite foods

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic	4	The topic is complete and clear and the details are relating to the topic.	3X

- Details	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connection.	2X
- Identification	3	Identification is almost complete and description arranged with almost proper connection.	
- Description	2	Identification is not complete and descriptions are arranged with misuse of connection	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Aspect	Score	Performance Description	Weighting
Grammar (G) 20%	4	Very few grammatical for agreement inaccuracies.	2X
- Use Present Tense	3	Very few grammatical for agreement inaccuracies but not effect on meaning.	
- Agreement Aspect	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms, but not change the meaning.	1.5X
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1.5X
- Spelling - Punctuation	3	It has occasional errors of spelling, punctuation, and capitalization.	

- Capitalization	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It has dominated by errors of spelling, punctuation, and capitalization.	

Adapted from Brown (2004)

$$\text{Score} = \frac{3C + 2O + 1.5V + 1.5M}{40} \times 10$$

Mengetahui

Kepala Sekolah

Guru mata pelajaran Bahasa Inggris

Dede Noviandi, S.Pd

Nurhidayah, S.Pd

Mahasiswa

Vira Ayunisa

Appendix 2:

Name :
Class :

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

Answer:

Appendix 3:

Pre-Test

Name: Siti Permata Sari
Class: VII-1 SMP

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

Answer:

Friends :
Sjifa is beautiful, hair long, body short, smart, diligent, introvert

C = 6
O = 2
B = 2
V = 3
M = 3 +
16

Name: Syifa Namira

Class : VIII-1 Smp

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

Answer:

Dwi is Friends

feature : fat , tall

she introyekt

she like Swimming

C = 6

O = 2

G = 2

V = 3

M = 3 +

~~16.~~

Name: Shania Wardhani Ginting

Class : VIII - 1 SMP

9,5

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

Answer: 2. friends

My friends is good. She is my twins. My twins is tall. My twins is skin white and smart. She always one to be a winner. She like read book. My twins like blue and green color. We have one brother the name is shandy. He too smart. He now class junior high school.

$$C = 4 \times 3 = 12$$

$$O = 4 \times 2 = 8$$

$$B = 3 \times 2 = 6$$

$$V = 4 \times 1,5 = 6$$

$$M = 4 \times 1,5 = 6 +$$

38

$$\frac{38}{40} \times 10 = 9,5$$

Name : M. RAIHAN ADITYA

Class : VIII - 1 SMP

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

Answer:

2. Friends

- he 'is' Muhammad Falz-kun
- Based my opinion Falz smart he 'is' study Matematika
- he likes playing game free fire ~~dan~~ and watching anime
- is hobi is swimming.
- twelve years old.
- he likes food ~~nya~~ ~~nya~~ noodles

$$c = 9$$

$$d = 5$$

$$e = 6$$

$$v = 4,5$$

$$m = 64 +$$

$$31,5$$

Post-Test

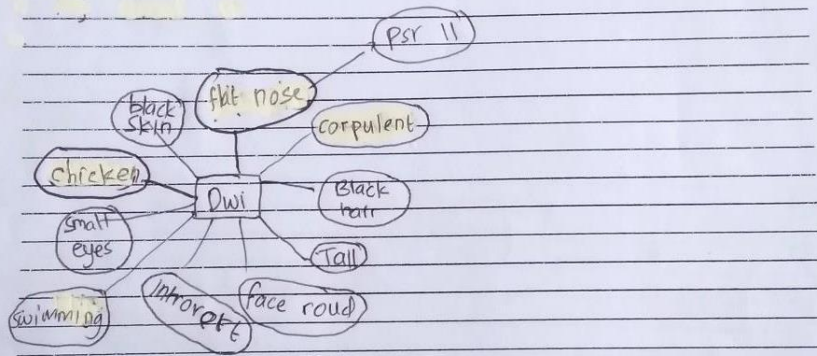
Name: Syifa Namira
 Class : VIII-1 SMP

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

7,7

Answer:



1. My friend is Dwi
2. she is flat nose, face round, small eyes.
3. food like chicken
4. she is tall, corpulent, introvert
5. place to live PSR II
6. hobby swimming.

$$C = 4 \times 3 = 12$$

$$O = 3 \times 2 = 6$$

$$G = 2 \times 2 = 4$$

$$V = 2 \times 1,5 = 3$$

$$M = 4 \times 1,5 = 6$$

$$\text{score} = \frac{31}{40} \times 10 = 7,7$$

Name: Shania Wardhani Ginting
 Class : VIII-1 SMP

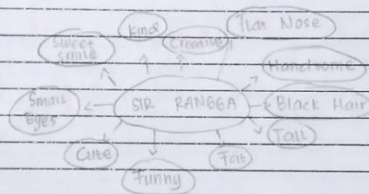
10

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

Answer:

Favorite Teacher



My favorite teacher is sir Rangga. He is very kind and smart. He is cute, He is funny, He has flat nose, he has black hair, he is tall he has small eyes, sir rangga is creative, he is fat, sir rangga is kind, sir rangga like playing football, he has sweet smile, he is handsome, he is talk active. I like sir rangga because funny and like just kidding. I really like sir rangga and respect him so much.

$$\begin{aligned}
 C &= 4 \times 3 = 12 \\
 O &= 4 \times 2 = 8 \\
 G &= 4 \times 2 = 8 \\
 V &= 4 \times 1,5 = 6 \\
 M &= 4 \times 1,5 = 4,5 + 38,5 \\
 \text{Score} &= \frac{40}{40} \times 10 \\
 &= 10
 \end{aligned}$$

Name: Suci Permata Sari

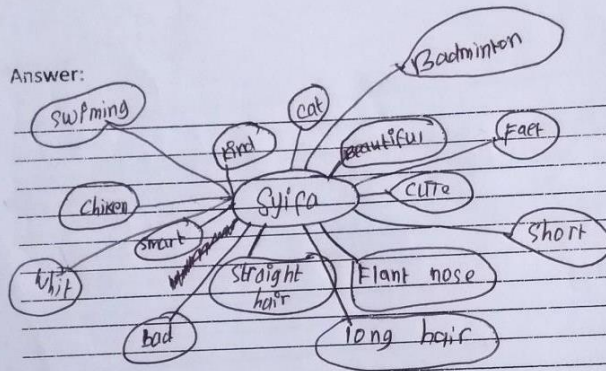
Class: VII. 1 Smp

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

7,6

Answer:



1. My friend is Syifa
Smart, Kind, Fact, Beautiful,
cute, short, straight, flant nose,
chiken, swimming, cat
white, long hair
Badminton
bad

$$C = 4 \times 3 = 12$$

$$O = 2 \times 2 = 4$$

$$G = 2 \times 2 = 4$$

$$V = 3 \times 1,5 = 4,5$$

$$M = 4 \times 1,5 = 6 +$$

$$\underline{\hspace{1cm}} \\ 30,5$$

$$\text{Score} = \frac{30,5}{40} \times 10$$

$$= 7,6$$

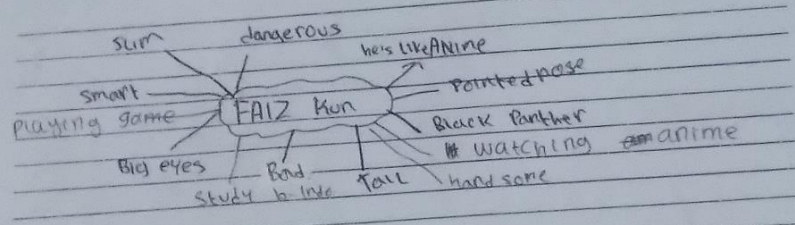
Name: M. BAIHAN ADITYA *13*
 Class: VIII-1 SMP

Choose one and describe with your own words:

1. Kpop idol
2. Friends
3. Parents
4. Favorite teacher
5. Favorite foods

9,6

Answer:



1. my friend is Faiz ^{handsome}
 2. he is ~~bold~~ ^{Bond}, he is tall, he ~~is~~ ^{is} smart
 he has big eyes, he like anime, his favorite food is noodle
 he has ~~black~~ ^{black} Panther, he has pointed nose, he like
 watching anime, he like playing game he like study.
 (Bahasan Indonesia) he has dangerous.

$$\begin{aligned}
 C &= 4 \times 3 = 12 \\
 O &= 4 \times 2 = 8 \\
 G &= 4 \times 2 = 8 \\
 V &= 3 \times 1,5 = 4,5 \\
 M &= 4 \times 1,5 = 6 \quad + \\
 &\quad \quad \quad 38,6 \\
 \text{Score: } &38,6 \times 10 \\
 &\quad \quad \quad 40 \\
 &= 9,6
 \end{aligned}$$

Appendix 4:

Table 2.3

Assessment of Descriptive Writing (Brown (2004: 246))

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3X
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connection.	2X
	3	Identification is almost complete and description arranged with almost proper connection.	
	2	Identification is not complete and descriptions are arranged with misuse of connection	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Aspect	Score	Performance Description	Weighting
Grammar (G) 20% - Use Present Tense - Agreement Aspect	4	Very few grammatical for agreement inaccuracies.	2X
	3	Very few grammatical for agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms, but not change the meaning.	1.5X

	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1.5X
- Spelling	3	It has occasional errors of spelling, punctuation, and capitalization.	
- Punctuation	2	It has frequent errors of spelling, punctuation, and capitalization.	
- Capitalization	1	It has dominated by errors of spelling, punctuation, and capitalization.	

Appendix 5:

RESEARCH SCHEDULE

No	Schedule	Month/Weeks																				
		April 2019			May 2019			June 2019			July 2019			August 2019			Sept 2019			Oct 2019		
1	Pengesahan Proposal																					
2	Arranging Proposal																					
3	Bimbingan Proposal																					
4	Seminar of Proposal																					
5	Revise of Proposal																					
6	Research/Skripsi																					
7	Sidang Meja Hijau																					

Appendix 6:

The Students' Attendance List

1. VIII-1 Class

No	Students' Name	Sign/Meeting		
		First	Second	Third
1	Ardiansyah			
2	Arnatasya Rivana Radit			
3	Arya Ovaliano			
4	Afanza Fahlevi Zein			
5	Awaluddin Hafizh			
6	Bayu Asrid			
7	Chelsea Diva Kirani			
8	Dina Aprilia			
9	Dwi Puspita Sari			
10	Fahmi Ansahri Nasution			
11	Farhan Aulia Rahmansyah			
12	Hijir Aswan Siahaan			
13	Kevin Eriansyah Andri			
14	Mhd. Azis Ajiansyah			
15	Mhd. Faiz			
16	Mhd. Raihan Aditya			
17	Nayla Syakira			
18	Nazwa Rizky Salma P			

19	Nazwa Winaya	Nawess	Nawess	Nawess
20	Neza Syah Kartika T	Naliss	Naliss	Naliss
21	Nico Andrean	Nicof	Nicof	Nicof
22	Novita Claudia	Novita	Novita	Novita
23	Ridwan	Ridwan	Ridwan	Ridwan
24	Riska Anita	Riska	Riska	Riska
25	Rizky Alviridho	Rizky	Rizky	Rizky
26	Shania Wardhani Ginting	Shania	Shania	Shania
27	Sinthya Wardhani Ginting	Sinthya	Sinthya	Sinthya
28	Suci Permata Sari	Suci	Suci	Suci
29	Surya Syahputra	Surya	Surya	Surya
30	Syifa Namira Damanik	Syifa	Syifa	Syifa

Mengetahui

Kepala Sekolah

Guru mata pelajaran Bahasa Inggris

Dede Noviandi, S.Pd

Nurhidayah, S.Pd

Mahasiswa

Vira Ayunisa

Appendix 7:





Appendix 8:



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Vira Ayunisa
NPM : 1502050129
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS

IPK = 3,43

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using Clustering Technique in Teaching Writing Descriptive Text	
	The Effect of Using 3-2-1 Reading Strategy Fix Teaching Reading Comprehension	
	An Analysis of Moral Value in korea Drama Sky Castle	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 25 Maret 2019
Hormat Pemohon,

Vira Ayunisa

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 9:



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Vira Ayunisa
NPM : 1502050129
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Using Clustering Technique in Teaching Writing Descriptive Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Ratna Sari Dewi, S.S., M.A

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 Maret 2019
Hormat Pemohon,

Vira Ayunisa

Keterangan

- Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

Appendix 10:

 **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2255 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Vira Ayunisa
N P M : 1502050129
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Clustering Technique in Teaching Writing Descriptive Text

Pembimbing : Ratna Sari Dewi, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 18 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 13 Ramadhan 1440 H
18 Mei 2019 M


Dekan

Dr. H. Elfranto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

Appendix 11:

**UMSU**
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ


LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:
Saya yang bertanda tangan di bawah ini:


Nama Lengkap : Vira Ayunisa
N.P.M : 1502050129
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Clustering Technique in Teaching
Writing Descriptive Text

sudah layak diseminarkan.

Medan, Mei 2019
Dosen Pembimbing,


Ratna Sari Dewi, SS., MA

Appendix 13:

 **MAJELIS PENDIDIKAN TINGGI**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id
Unggul | Cerdas | Terpercaya

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

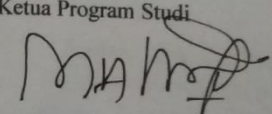
SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.


Nama Lengkap : Vira Ayunisa
N.P.M : 1502050129
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Clustering Technique on Students' Achievement in Writing descriptive Text

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 22 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

Appendix 14:

**MAJELIS PENDIDIKAN TINGGI**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id
Unggul | Cerdas | Terpercaya

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

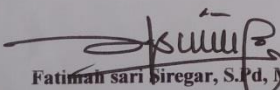

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

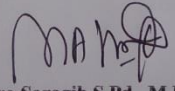
Nama Lengkap : Vira Ayunisa
N.P.M : 1502050129
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Clustering Technique on Students' Achievement in Writing descriptive Text

Pada Kamis, tanggal 22 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.
Medan, Juli 2019


Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
 Fatimah Sari Biregar, S.Pd, M.Hum	 Ratna Sari Dewi, SS, MA

Diketahui oleh
Ketua Program studi


Mandra Saragih S.Pd., M.Hum

Appendix 15:

**UMSU**
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Vira Ayunisa
N P M : 1502050129
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum di bawah ini :

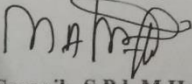
The Effect of Using Clustering Technique in Teaching Writing
Descriptive Text

Menjadi


The Effect of Using Clustering Technique on Students' Achievement in Writing
Descriptive Text

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

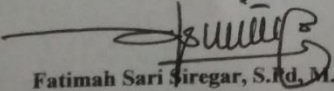

Mandra Saragih, S.Pd, M.Hum

Medan, Juli 2019
Hormat saya



Vira Ayunisa

Diketahui Oleh :


Dosen Pembahas


Fatimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing


Ratna Sari Dewi, SS, MA

Appendix 16:



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

UMSU Unggul | Cerdas | Terpercaya

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :


Nama Lengkap : Vira Ayunisa
N.P.M : 1502050129
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Clustering Technique on Students' Achievement in Writing descriptive Text

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

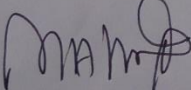
Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,




Vira Ayunisa

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum

Appendix 17:


UMSU
Inggit! Cerdas! Berprestasi
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 4844 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 21 Dzulqaidah 1440 H
24 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Cerdas Murni
Kec. Percut Sei Tuan Kab. Deli Serdang
di-
Tempat


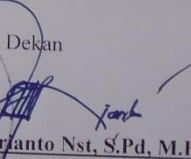
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Vira Ayunisa
N P M : 1502050129
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Clustering Technique on Students' Achivement in Writing Descriptive Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


Dekan

Dr. H. Effrianto Nst, S.Pd, M.Pd.
NIDN * 0115057302

** Pertinggal **

Appendix 18:

**YAYASAN ADLIN MURNI**
PERGURUAN ISLAM
SMP CERDAS MURNI

Sekretariat : Jl. Beringin No. 33 Telp. (061) 7384039 Pasar VII Tembung Kec. Percut Sei Tuan Kab. Deli Serdang

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
No : 838/SMP-CM/E.7/VII/2019

Yang bertanda tangan dibawah ini :

Nama : Dede Novandi, S.Pd
Jabatan : Kepala Sekolah Cerdas Murni
Alamat : Jl. Beringin No. 33 Prs VII Tembung

Menerangkan bahwa :

Nama : Vira Ayunisa
NIM : 1502050129
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas diberikan izin untuk melakukan Riset di Perguruan Islam SMP Swasta Cerdas Murni Tembung Tahun Pelajaran 2019/2020.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Tembung, 25 Juli 2019
Kepala Sekolah

Dede Novandi, S.Pd



Appendix 20:

CURRICULUM VITAE

Name : Vira Ayunisa
Place and Date Birth : Medan 29th May 1998
Age : 21 Years Old
Gender : Female
Nationality : Indonesian
Religion : Muslim
Marital Status : Not Married
Address : Jl Bromo Gg. Seto No. 32 A
Phone Number : 0815-3382-6248
Email : vayxxi@gmail.com

Parents' Name

Father : Amin
Mother : Yuniar Darwis

Education

2003 – 2009 : SD Muhammadiyah 08 Medan
2009 – 2012 : SMP Negeri 3 Medan
2012 – 2015 : SMA Cerdas Murni Tembung
2015 – 2019 : Students of English Department Faculty of Teacher
Training and Education, UMSU 2019 until Reaching the
Degree of Sarjana